

A PHENOMENOLOGICAL STUDY OF THE EXPERIENCES OF PRINCIPALS WHO
IMPLEMENTED A SCHOOLWIDE-POSITIVE BEHAVIOR INTERVENTION AND
SUPPORTS FRAMEWORK

by

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Liberty University

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Doctor of Philosophy

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Abstract

The purpose of this phenomenological study was to understand the experiences of principals who had implemented Schoolwide-Positive Behavior Intervention and Supports (SW-PBIS) frameworks in New York State. The theory guiding this study was Situational Leadership Theory, as it focuses on the idea that leadership is contingent on the situation that is presented. The researcher sought to understand those varying leadership experiences which surround the implementation of this framework. Research data came primarily from interviews with 10 principals who had experience implementing this framework; however, data was also collected from timelines and from analysis of documents from the implementation process. Data analysis involved the use of the phenomenological open coding method in order to identify common themes. The data was sorted into categories and codes, and then combined into themes. The interview data was coded through an inductive process in order to generate a description of the essence of the phenomenon. Five themes were identified through the analysis of the findings: (a) building capacity, (b) structure/system, (c) evaluation, (d) leadership behaviors, and (e) leadership core values. Findings show that it is essential to build the capacity of the staff through relationships, team development, and the provision of time and resources. Also, it was revealed that principals agreed that maintaining a vision, integrating practical components, and communication were vital elements of the framework's structure and system. However, the principals indicated that evaluating the process, decisions, and data throughout implementation was essential for this work. Lastly, the principals agreed on various key leadership behaviors and core values.

Keywords: Leadership, School climate, School-wide Positive Behavior Intervention Supports.

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Dedication

This work is dedicated to my wife Michelle and my children Kayli, Isaiah, David, and James. My family has seen me through every idea, new venture, and struggle. They have sacrificed so much to give me the opportunity to pursue my goals and dreams. To my pastors and church family who have been there for me and family through every season of our lives. To my parents, sister, and in-laws, for their constant support. The encouragement from my family is beyond measure. Most importantly this work is dedicated to my Lord Jesus Christ, who saved me and has been a cornerstone in my life.

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List of Abbreviations

Every Student Succeeds Act (ESSA)

No Child Left Behind (NCLB)

Schoolwide-Positive Behavior Intervention and Supports (SW-PBIS)

Situational Leadership Theory (SLT)

Institutional Review Board (IRB)

CHAPTER ONE: INTRODUCTION

Overview

The principal's role has shifted from merely being a managerial role towards more of an instructional leader to improve student outcomes (Thessin & Louis, 2019). In this shift, the principal must give time and effort to direct the school's climate and culture (Teasley, 2017). Furthermore, the school climate is vital to the school's overall quality and vital to the student (Dekawati, 2020). To address the growing need for a more intentional look at school climate, schools have turned to the School-wide Positive Behavior Interventions and Supports (SW-PBIS) framework (Charlton, 2020). However, implementing this work requires leadership. The principals' role is essential when driving change, leading initiatives, and ultimately shifting culture. Principals have a significant impact on student outcomes (Baptiste, 2019). They have the most significant impact on student achievement (Tan, 2018). This study examined the experiences of principals who have implemented a School-wide Positive Behavior Interventions and Supports (SW-PBIS) framework. The focus of this study was to understand the school leadership experiences that surround the implementation of SW-PBIS.

Chapter One is the background of the research and the researcher's relationship with the study. In this chapter, there is a description of the problem and purpose statement for the research. Furthermore, there is a review of the significance of the study. Lastly, the chapter includes the research questions and definitions.

Background

The school principal's responsibilities have changed over time (Finnigan, 2010; Van Vooren, 2018). The principal's roles have shifted away from management functions, such as busing and cafeteria supervision, towards an instructional leadership role (Finkel, 2012). For

example, the principal must lead to build relationships of trust and credibility to achieve the school's vision (Kellough & Hill, 2015). In addition to the managerial functions, attention to the overall climate of the school is essential. The leadership a principal provides impacts multiple areas of the school (Nichols & Cormack, 2016). In addition to management and instruction, the principal's leadership also influences the school climate (Dekawati, 2020). The school climate is an active influence that impacts the interactions between people in a school environment; it also reflects the values, norms, teaching, learning, and relationships (National School Climate Center, 2007). The school principal is responsible for the school climate. In order to address this, principals have implemented SW-PBIS frameworks (Swain-Bradway et al., 2015).

The SW-PBIS framework has several layers of impact in a school. The framework emphasizes the reinforcement of positive behavior (Griffiths et al., 2019). It is useful in reducing problem behaviors and increasing social skills (Ogulmus & Vuran, 2016). Aside from the behavioral impact, the framework positively increases academic achievement (Lee & Gage, 2020). Also, the SW-PBIS has been shown to increase student engagement (Narozanick & Blair, 2019). However, it must have fidelity in the implementation (Swain-Bradway et al., 2018; Nelen et al., 2020; Gage et al., 2020).

The success of this implementation is related to the principal's leadership. Leadership is essential for the effectiveness of an organization (Zahed-Babelan, 2019). The principal is also a vital leadership element towards achieving school initiatives (Lynch et al., 2019). The practices principals engage in during the implementation phase determines the degree of success of these initiatives (Sprague & Horner, 2007). This is because the principal's role either hinders or supports a schoolwide PBIS implementation and sustainability (Judkins et al., 2019). The factors that affect the degree of implementation fidelity is based on the school principal's decisions

(Stockard, 2020). Therefore, there is a need to understand and further identify principals' experiences during this framework's implementation.

Historical

The No Child Left Behind (NCLB, 2001) legislation, which aimed to close the achievement gap, highlighted accountability as an essential focus for schools (Pepper, 2010). Since the inception of NCLB, principals are tasked with focusing on school achievement culture (O'Shea, 2006). However, the Every Student Succeeds Act (ESSA, 2015) shifted more control to states and districts and increased principals' focus (Pearson, 2016). ESSA further layered the requirements for school districts, as compared to NCLB. ESSA placed a greater emphasis on school quality (Center on Standards and Assessments Implementation & WestEd., 2017). As a result, the principal leadership must contend with the dynamic tension between the internal goals and external reform demands (Ganon-Shilon & Schecher, 2019). Furthermore, the principal's role is increasingly complex, and it is vital to make sense of it (Ganon-Shilon & Schechter, 2019).

Social

Principal leadership has a significant impact on the school's various layers (Nichols & Cormack, 2016). In addition to overseeing and impacting instruction, the principal's leadership also influences the school climate (Dekawati, 2020). First and foremost, the school climate is valuable in promoting a positive school experience for students and staff (Peguero & Bracy, 2015). The school climate has a significant impact on the school community's context, impacting areas such as experience, dropout rates, academic achievement, bullying, and the overall society (Payne, 2018). There is a significant depth in this impact, as seen by a positive relationship between school climate and dropout rates (Peguero & Bracy, 2015). The school climate is also a

more influential factor in school safety perceptions than academic achievement (Bosworth, Ford, & Hernandez, 2011).

Furthermore, a safe and protective school climate is a deterrent to bullying behaviors (Bosworth & Judkins, 2014). However, school climate and safety also impact society (Peguero et al., 2016). School violence and safety are social, cultural, educational, and juvenile justice issues (Peguero et al., 2016). The pressure of smaller school budgets, high-stakes testing, and traditional discipline has created an issue where schools remove problem students instead of investing time in them (Read et al., 2012). Policies such as zero-tolerance criminalize student behaviors, pushing children into the prison system (Rodriguez Ruiz, 2017). Also, zero-tolerance policies have historically disproportionately impacted students of color and students with disabilities (Rodriguez Ruiz, 2017). Minority students are suspended, expelled, receive disciplinary referrals, and are arrested at rates exceeding their white peers (Schiff, 2018). These traditional discipline policies are a catalyst for the school-to-prison pipeline (Eden, 2019). As a result, the work of the school principal becomes valuable when overseeing the school climate.

The school climate is a vital component of the school, considering its relationship to society. School climate buffers the adverse effects of community violence exposure (Starkey et al., 2019). It also protects against mental health problems in communities with higher violence levels (Starkey et al., 2019). Furthermore, positive influences and shifts within the school culture interrupt the school-to-prison pipeline (Sandwich et al., 2019). However, addressing and preventing problem behaviors, as it relates to school climate requires a systematic approach (Bosworth & Judkins, 2014). Some school leaders have implemented School-wide Positive Behavior Intervention and Support (SW-PBIS) frameworks to support this need (Swain-Bradway et al., 2015). "School-wide positive behavior interventions and support (SWPBIS) are a systems-

level framework used in schools and districts around the country to improve school climate, reduce exclusionary discipline, and improve overall student success" (Swain-Bradway et al., 2015, p. 245). This framework not only impacts school climate, but also has a statistically significant impact on academic achievement (Gage et al., 2017).

Theoretical

The framework which guided this research was the situational leadership theory (SLT). Principals must engage in a wide range of tasks when initiating the implementation of a SW-PBIS framework. Therefore, there exists a need for varying modes of leadership. SLT asserts that leadership and the varying styles of leadership are situational (Hershey & Blanchard, 1977). Leaders must adapt to the different situations that present themselves and identify ways to address them (Wright, 2017). This researcher sought to extend the current literature body by describing the leadership experiences of principals implementing a SW-PBIS framework. The theoretical framework asserts that those leadership experiences would vary based on the situation of the principal. Therefore, this research was intended to present those varying leadership experiences.

Situation to Self

As a school principal, I have had a wide range of experiences. I have realized that my decisions, the basis for my decisions, and their practices are interrelated. Even though these decisions are often multilayered, they are generally guided by my motivation and beliefs. I wanted to do this study because I have embarked on implementing a SW-PBIS framework at my school because of the potential value on my school community. Being the only principal in my district who was engaged in this work, I wanted to understand principals' implementation experiences who have undertaken this work.

It is important for qualitative researchers to relate their philosophical assumptions, as the nature of their ontological, epistemological, axiological, and rhetorical assumptions influence methodological decisions and data analysis. The ontological assumption answers the question of what is to know in society (Guba & Lincoln, 1989). Ontological is the nature of reality, and qualitative researchers hold the ontological assumption that there are multiple realities, and therefore, it is important to explore different experiences and perspectives (Creswell & Poth, 2018). Moustakas (1994) noted that when compiling a phenomenology, how individuals view their experiences is reported. In this study, an assumption I held was that principals would have varying perspectives as the theme developed in the findings. I believed that school principals would differ in their experiences because of the dynamic nature of schools. I assumed that every school building would have a wide range of differences, which would impact how principals approach their practice.

In epistemology terms, the qualitative researcher attempts to get as close as possible to the participants being studied. Subjective evidence is obtained from the participants to lessen the distance between the researcher and what is being researched (Creswell & Poth, 2018). I intended to lessen that distance through the document analysis and timeline analysis. This firsthand information allows for a more in-depth examination into the field experiences of principals during implementation. Furthermore, the axiological assumption focuses on the role of values. Addressing axiological assumptions, the qualitative researcher recognizes that research is value-laden and that biases are present (Creswell & Poth, 2018). To discuss the values that shape the narrative, I included my interpretation in the description of experiences (Appendix E). Lastly, the rhetorical assumption pertains to the language of research. The qualitative researcher utilizes a more informal personal voice, qualitative terms, and limited definitions (Creswell,

2007). In this study, I intended to utilize a first-person narrative and qualitative research language when reporting the findings. Furthermore, I intended to utilize constructivism as the paradigm to guide this research. My intent was to embrace the constructivist paradigm to make sense of the meaning others have about the world (Creswell & Poth, 2018). Therefore, in this phenomenological study, I reported the principals' experiences and their perspectives during those experiences. I believed that the reality of these experiences is through the many views of principals.

Problem Statement

School policies, programs, and activities influence the school environment (Sheras & Bradshaw, 2016). These decisions form the overall school climate. The school climate is vital, as it influences students' self-concepts and self-esteem, contributes to social adjustment, social-emotional well-being, and academic engagement (Coelho et al., 2020). School climate also affects academic support, satisfaction, student-teacher relationships, parental involvement, order, safety, and discipline (Daily et al., 2019). To create a safe and positive school climate, schools have utilized the Schoolwide-Positive Behavior Intervention and Supports (SW-PBIS) framework (Nelen et al., 2020). SW-PBIS impacts behavior, academic, and organization outcomes (Lee & Gage, 2020). SW-PBIS has been shown to decrease malicious behavior and increase student attendance (Freeman et al., 2016). Also, SW-PBIS positively impacts office discipline referrals and academic achievement (Kim et al., 2018).

To initiate this work at a school level, the school principal becomes an essential factor in this implementation. Principal leadership influences the school climate's overall quality (Ross & Cozzens, 2016; Dekawati et al., 2020). The problem was that the research had not documented the principals' experiences when implementing SW-PBIS, in order to impact the school climate.

The school climate is vital, as it, directly and indirectly, affects multiple areas of the school environment. It reduces bullying, victimization, problem behaviors and deters problem behaviors (Aldridge et al., 2018; Ozer & Korkman, 2020; DeShannon Lawrence, 2017). Also, it impacts academic achievement and learning outcomes (Alhosani, 2017; Sampasa-Kanyinga, 2019). Furthermore, a positive school climate reduces school absenteeism (Daily et al., 2020). However, principals must contend with implementation fidelity when initiating a framework designed to support the school climate. A lack of implementation fidelity in the school negatively impacts the rate of success (Gage et al., 2020). Understanding the experiences of principals who have implemented SW-PBIS is therefore essential. The research supports the importance of school climate and SW-PBIS, yet the experiences that go into this implementation were not revealed in the literature.

Purpose Statement

The purpose of this phenomenological study was to understand the experiences of principals who had implemented SW-PBIS frameworks in New York State. Principals' experiences were defined as principals' experiences supporting and participating while providing educational leadership in schools when implementing SW-PBIS frameworks (McIntosh, et al., 2014). The theory guiding this study was the situational leadership theory (SLT). SLT focuses on the premise that leadership is contingent on the presented situation (Hershey & Blanchard, 1977). This researcher sought to understand those varying leadership experiences which surrounded the implementation of the framework.

Significance of the Study

Researchers have found that school climate has a significant impact on various aspects of the school environment. School climate is shown to help students cope with external forces

(Laurito et al., 2019). Also, a positive school climate leads to more school engagement and higher academic performance (Konold et al., 2018; Daily et al., 2020). Furthermore, the school climate is crucial for improving student outcomes (Aldridge et al., 2018). Researchers have revealed the importance of school climate. However, research further highlights the significant influence that the school principal has on the school climate. Effective school environments are developed by the work of effective school principals (Brown, 2016).

Additionally, the support within the school correlates with student achievement (Park et al., 2019). Schools with desirable levels of student achievement had strong administrative leadership (Brown, 2016). The leadership of the school principal is precious. Besides, the values of the principal, through school climate, influence the values of students (Berson & Oreg, 2016). To address school climate, some school systems have turned to the SW-PBIS framework. Implementing this framework positively influences school climate, school discipline, and school outcomes (Ogulmus & Vuran, 2016; Kelm et al., 2014; Gage et al., 2017).

The overall research provides a strong argument for the importance of school climate and school climate's principal leadership. Also, SW-PBIS is a valuable framework to utilize when addressing school climate. However, the extent of the research was limited in describing how this process happens. The research did not share the experiences of principals during the implementation of the SW-PBIS framework. Understanding the various experiences in this implementation provides a comprehensive understanding of how this work is executed. This information allows the reader to understand the process, which allows for replication.

Aside from the limitation in the literature, this research intended to further impact theory. The theory guiding this research is situational leadership theory (SLT). Principals engage in a wide range of leadership tasks when initiating the implementation of the SW-PBIS framework.

SLT asserts that leadership varies based on task and relationship behaviors (Hershey & Blanchard, 1977). The theory indicates that leaders must adapt to the different situations that present themselves and identify ways to address them (Hershey & Blanchard, 1977; Wright, 2017). This researcher sought to impact the theory by adding context and further revealing what those leadership decisions were and why. SLT asserts that those leadership experiences would vary based on the situation. Therefore, this research intended to extend that literature by revealing what this theory looks like in practice.

Research Questions

The purpose of this phenomenological study was to describe the experiences of principals who implemented a SW-PBIS frameworks in New York State. The following questions guided this study:

Central Research Question: What are the experiences of principals who implemented a SW-PBIS framework in New York State?

The central research question focused on understanding principals' experiences during the implementation of the SW-PBIS framework. The intensity of program implementation has a significant relationship with the overall process, integration into school operations, organizational capacity, principal support, and standardization (Payne et al., 2006). Therefore, the experiences involved in implementing a new program are essential to the degree of program implementation. There is a higher likelihood of program implementation success due to the principal's leadership (Berends et al., 2002; Stockard, 2020). The overall success of the implementation hinges on how principals approach this work (Judkins et al., 2019). Furthermore, the implementation level is also related to the degree of the principal's intervention (Rohrbach et

al., 1993). Therefore, the leadership of the school principal is essential. The researcher sought to understand those leadership experiences.

Sub-Question 1: What situation or context prompted the principal to implement the SW-PBIS framework?

The first sub-question focused on understanding the situations or context which prompted the principal to implement the SW-PBIS framework. Individuals have normative reasons for acting in particular ways, which become reasons for taking a specific action (Mantel, 2018). Normative reasons are those principles that prescribe action (Mantel, 2018). There is a relationship between normative reason and the action; these normative actions, therefore, explain why those actions were performed (Mantel, 2018). The person's affective experience could further illustrate the reason for acting. Affective experiences, which include feelings of attraction and aversion, serve as additional reasons for acting (Smithies & Weiss, 2019). The normative role, motivation, desires, and affective experiences serve as essential pieces for action (Smithies & Weiss, 2019). This question sought to understand the context that led to the principals taking this particular action to implement the SW-PBIS framework.

Sub-Question 2: What are the relationship behaviors of principals who implemented a SW-PBIS framework?

The second sub-question focused on the relationship behaviors of principals that implemented an SW-PBIS framework. The principal conditions and defines the reality of the school (Gonzalez-Falcon et al., 2020). Even when the approach of a principal varies, leadership influences the factors that describe the school's context (Gonzalez-Falcon et al., 2020). Furthermore, the school principal's leadership is essential for implementing SW-PBIS (Scaletta & Hughes, 2020). Therefore, the leadership of the principal has a significant impact. Situational

leadership theory (SLT) indicates relationship behaviors as one of the leadership behaviors (Lunenburg & Ornstein, 2004). When there is a demonstration of high relations-oriented behavior, it contributes to a school's ability to make positive shifts toward school improvement (Rajbhandari et al., 2016). There is a degree of relationship behaviors which leads to four types of leadership: telling, selling, participating, and delegating (Hershey & Blanchard, 1982). These behaviors include coaching, facilitating, and supporting (Henkel et al., 2019). Relationship-oriented leadership behavior styles allow for greater agility in the work environment and the creation of trust and respect (Henkel et al., 2019). Principals would, therefore, shift their approach to leadership depending on the situation. This question focused on understanding the various relationship behaviors principals engaged in during implementation.

Sub-Question 3: What are the task behaviors of principals who implemented an SW-PBIS framework?

The third sub-question focused on the task behaviors of principals that implemented an SW-PBIS framework. Like a relations-oriented behavioral system, a task-oriented one also lends itself towards school improvement (Rajbhandari et al., 2016). However, task-oriented behaviors are more effective (Rajbhandari et al., 2016). Task-oriented leaders focus on details, giving direction, and prescribing work to be completed (Henkel et al., 2019). Task-oriented behaviors allow leaders to provide more direction because they know the full extent of the work that needs to be done (Henkel et al., 2019). This question focused on understanding the various task behaviors principals engaged in during implementation.

Sub-Question 4: What factors influenced the relationship and task behaviors principals implemented?

School leaders make several decisions at any given moment. This sub-question focused on understanding the factors that influenced the principals' various behaviors. Leaders make decisions utilizing two models. The first is based on a rational model. The rational model has several steps: they identify the problem, generate alternatives, evaluate alternatives, choose an alternative, implement a decision, and evaluate the effectiveness of their decision (Lunenburg, 2010). The second is a bounded rationality model, which is the one generally utilized by school administrators. In this model, due to varying constraints, the person decides with a limited perspective of the problem, an incomplete list of alternative solutions, an incomplete evaluation, and the decision is based on a criterion other than maximization or optimization (Lunenburg, 2010). There are several versions of the bounded rationality model.

- (1) Satisficing: choosing the first alternative that satisfies the minimal standard;
- (2) Heuristics: these are rules of thumbs that help in finding solutions to complex and uncertain situations;
- (3) Primacy/recency effect: this is where the initial information that was discovered (primacy) or late in the process (recency) influences the decision maker;
- (4) Bolstering the alternative: this is phenomenon where the decision maker's bias for a particular alternative impacts the information gathered. The information gathered rationalizes their preferred alternative;
- (5) Intuition: these are quick decisions based on past experiences, and it is devoid of conscious thought;
- (6) Incrementalizing: these are small or incremental steps, that is "muddling through," without an exhaustive process;

(7) The garbage-can model: in this process problems, alternative solutions, decision participants are deposited into a garbage-can where problems are matched with then solutions, and it leads to an irrational decision-making process. (Lunenburg, 2010, pp. 7-11).

Understanding that there are varying approaches in this decision-making process, it was vital to understand the factors influencing the principal's decisions for particular behaviors.

Definitions

The following terms have been defined to clarify the research further:

Leadership-Involves the influencing or motivation of others, often in the achievement of a specific goal. (Reed, Klutts, & Mattingly, 2019).

Principal Experiences- principals' experiences supporting and participating while providing educational leadership in schools when implementing SW-PBIS frameworks (McIntosh, et al., 2014).

Phenomenology- The study of the world as it appears to the individual. However, the individual would lay aside his or her understanding of the phenomena and focus on the immediate experience of the phenomena (Gall et al., 2007).

School Climate – The National School Climate Center (2007) noted that school climate is the active influence that shapes interactions of the people within a school environment, and it further reflects the values, norms, teaching, learning, and relationships.

School-wide Positive Behavior Intervention Supports- A strategy aimed to alter the school environment by creating improved systems and procedures to promote positive change in behavior. This is done by targeting staff behavior (Bradshaw, Mitchell & Leaf, 2010).

Summary

There are underlying internal and external pressures that surround the role of a school principal. The school principal oversees the school community's various facets—one of those areas being the school climate. Furthermore, the school climate carries significant weight in the school's success and students' lives (Aldridge et al., 2018; Daily et al., 2019). School climate has given significant importance to the work that ensures a positive school climate. School leaders are turning to SW-PBIS frameworks to address the need for a positive school climate. However, it was essential to better understand the leadership experiences that surround the implementation of these frameworks.

Chapter One focused on the background, problem, purpose, and significance of the intended research. The chapter also included the intended research questions. The purpose of this phenomenological study was to understand the experiences of principals who have implemented SW-PBIS frameworks in New York State.

CHAPTER TWO: LITERATURE REVIEW

Overview

In December of 2015, the 1965 Elementary and Secondary Education Act was reauthorized as the Every Student Succeed Act (ESSA 2015). ESSA prompted a significant shift from the previous No Child Left Behind Act (NCLB, 2001); as a result, states had more responsibility in designing and building accountability systems and creating supports and interventions for schools and districts (Darling-Hammond et al., 2016). Under ESSA (2015), states have greater accountability related to student achievement measures in English Language Arts and math, measures for student growth, and measures of school quality (Darling-Hammond et al., 2016). After the inception of ESSA (2015), there was an enhanced focus on educational leadership to achieve the federal goals for education (Young et al., 2017). ESSA (2015) further highlighted the importance of developing strong leadership (Young et al., 2017).

ESSA placed a greater emphasis on the school principal (Pearson, 2016). There is further external pressure to improve and maintain school quality (Ganon-Shilon & Schecher, 2019). Hence, the principals' role is a critical feature of a quality education (Romero & Krichesky, 2018). The school principals' work, directly and indirectly, impacts various aspects of the school environment (Romero & Krichesky, 2018). Furthermore, the school's norms and the overall culture are guided and led by the school principal (Dekawati, 2020). Therefore, their role is vital to the managerial functions and the lives of students through their impact on the school climate. The school climate is vital in influencing students' lives academically, and socially (Dekawati, 2020). Some schools have utilized the Schoolwide Positive Behavior Intervention and Support (SW-PBIS) framework to guide their school climate work (Charlton et al., 2020). The problem was that the research did not reveal the experiences of principals when implementing the SW-

PBIS framework. This phenomenological study aimed to understand the experiences of principals in New York State who had implemented SW-PBIS. The literature review describes the importance of school climate and the degree of impact that school principals have on school climate and students' lives. The literature review begins with the theoretical framework that is related to the research. Next, the relevant literature is explored, such as school climate, SW-PBIS, and principal leadership. The literature review ends with a summary of the related literature.

Theoretical Framework

The foundational theory for the study was the situational leadership theory (SLT) (Hershey & Blanchard, 1977). The theorists identified four primary leadership styles: directing, coaching, supporting, and delegating (Lunenburg & Ornstein, 2004). Through the lens of SLT, the theorists noted that the leader would determine which style is essentially based on the situation (Lunenburg & Ornstein, 2004). SLT consists of two primary sections: relationship-oriented and task-oriented behaviors (Lunenburg & Ornstein, 2004). These areas are further broken into four sections: high and low relationship behaviors and high and low task behaviors (Lunenburg & Ornstein, 2004). Hershey and Blanchard further argued that there exists a task-relevant maturity variable. This includes the goals established by the leader, the follower's ability to accept the responsibility, and the depth of education/experience (Hershey & Blanchard, 1982). Therefore, an increase in maturity influences the leader's decision to increase or decrease the relationship behavior and task-oriented behavior. In order to move a school forward, the school leader must utilize a leadership style that incorporates the task-oriented and relationship-oriented behaviors (Rajbhandari, 2016). The flexibility in leadership, as suggested by SLT, enables leaders to remain mobile (Rajbhandari, 2016).

Therefore, Hershey and Blanchard (1982) believe that a leader must understand multiple leadership styles to adapt his/her behavior to the follower. Leadership style is "the behavior pattern that person exhibits when attempting to influence the activities of others" (Hershey & Blanchard, 1982, p. 96). Hershey and Blanchard (1982) indicate four leadership style responses based on relationship and task behavior:

1. **Telling**, which is meant to be utilized when the task behavior is high, but low on the relationship behavior.
2. **Selling**, which is in response to a high level of both task and relationship behavior.
3. **Participating** is for a low level of task behavior, but high on relationship behavior.
4. There is **delegating**, which is low on both the task and relationship behavior (Hershey & Blanchard, 1982, p. 96).

According to the SLT, there is no right or wrong leadership style (Hershey & Blanchard, 1977). Rather, "the difference between the effective and ineffective styles is often not the actual behavior of the leader but the appropriateness of this behavior to the environment in which it is used" (Hershey & Blanchard, 1982, p. 97). The theorists hone in on the idea that leadership is contingent on the presented situation (Hershey & Blanchard, 1977). These leadership styles tell, sell, participate, and delegate, which is initiated based on the circumstance (Lunenburg & Ornstein, 2004). Telling is utilized for individuals who lack task knowledge and, as a result, need more direction. Selling is the next leadership style, which requires the leader to explain his or her ideas and reason to allow the members to develop skills and reasoning. Participating is where the leader allows others to be more involved in the process. Delegating is reflective of a more hands-off approach because the members have a higher degree of ability (Lunenburg & Ornstein, 2004). Considering the various decision-making layers a school principal must navigate, a

principal must be flexible navigating any initiative implementation. Leaders need to adapt to and effectively handle varied situations that may arise (Wright, 2017). Hershey and Blanchard (1977) note that leaders select the most suitable leadership style based on the follower's readiness level. Understanding the readiness level allows the leader to be assured that the followers can complete the tasks (Wright, 2017). SLT places a greater emphasis on a change in the leader's behavior, based on the followers. The theory emphasizes the importance of principals maintaining a degree of flexibility as they decide on the appropriate leadership style based on the situation.

The research was aimed at identifying the experiences of principals who had implemented a SW-PBIS framework. The research was based on the premise that there are varying experiences guided by the different variables that may exist. The SLT is essential because it highlights that the situation will drive the leader's approach (Hershey & Blanchard, 1982). The principal will, therefore, shift approaches and go through a decision-making process based on the follower. The researcher sought to understand what those experiences were and how the followers informed those.

Related Literature

As a result of external pressures from state and federal regulations in the United States, there is a greater focus on the school's quality (Ganon-Shilon & Schecher, 2019). Federal regulations, such as the shift from NCLB to ESSA, highlighted the importance of school quality and further placed greater accountability on the school leader's role (ESSA, 2015). It is important to note that the school climate is a central component of the school and students' lives. Also, the climate positively influences the school's overall quality (Dekawati, 2020). To address the need for a positive school climate, some school leaders have shifted to utilizing the SW-PBIS framework (Charleton, 2020).

The following sections review the related literature regarding school climate, ESSA, and SW-PBIS. Also, the literature focuses on the importance of leadership, and more specifically, principal leadership. The SW-PBIS framework centers on the idea that this is a schoolwide systems approach (Griffiths et al., 2019). However, for this system to be effective, there is a need for fidelity in the implementation process (Swain-Bradway et al., 2018). The literature will review the importance of the school leader to ensure that there is fidelity in implementation. Leaders are essential for organizational effectiveness (Zahed-Babelan, 2019). Specifically, for a school system, the principal is that leader. Furthermore, the principal is critical for improving the school (Shava & Heystek, 2019). This section will examine the importance of the school principal's work, principal leadership's overall impact, and the principal's impact on students and SW-PBIS.

School Climate

School climate refers to school life's quality and character, and is based on the school experiences that reflect the norms, values, relationships, teaching and learning practices, and organizational structures (Dekawati, 2020). There are four essential school climate domains: safety, relationships, teaching and learning, and the institutional environment (Payne, 2018). Furthermore, school climate impacts the local community, positively influences student academic achievement, creates higher engagement, and there are lower levels of absenteeism, truancy, dropping out, and victimization (Payne, 2018). Overall, schools are agents for socialization and a place where students learn societal norms, values, and culture (Payne, 2018). School climate encompasses a wide array of interwoven features, making it an essential aspect of the school in which principals choose to focus.

Impact of School Climate on Behavior and Safety

School climate is a compilation of various vital elements of the school; however, it has a significant impact on students' lives. School climate is essential, as it also impacts school discipline. There is a relationship between school climate and problem behavior. For example, there are lower levels of problem behaviors when there are higher school climate student ratings (Reaves et al., 2018). Furthermore, a positive school climate has been found to reduce bullying (DeShannon Lawrence, 2017). When there are more positive student perceptions of school climate, there is less bullying (Aldridge et al., 2018). By having a greater sense of school connectedness and rule clarity, there is less bullying and delinquent behavior (Aldridge et al., 2018). Students can also better manage coping strategies when addressing bullying (Ozer & Korkman, 2020). Positive school climates reduce bullying, victimization, problem behaviors, and increases safety feelings (DeShannon Lawrence, 2017). Therefore, a safe and protective school climate is a deterrent to problem behaviors (DeShannon Lawrence, 2017).

There is also a relationship between school climate and perceptions of safety. The foremost factor for the perception of safety is the school climate (Williams et al., 2018). The school climate and staff members' actions increase feelings of safety (Williams et al., 2018). When students feel a greater sense of attachment, belonging, and connectedness to the school, students are likely to engage in fewer delinquent behaviors (Aldridge et al., 2018). Also, greater community and teacher support levels impact these safety perceptions (Lenzi et al., 2017). Students with a negative perception of the school climate and attitude towards the school have higher suspensions and disciplinary actions (Huang & Anyon, 2020). It is important to note that relationships and climate are critical factors in making schools safe (Moosung & Yeonjeong, 2017). The school climate serves as a nexus to impacting the lives of students by influencing

their perceptions. As the school leader, principals have an essential role when implementing work surrounding the school climate because of the depth of the school climate impact.

Impact of School Climate on Academic Performance

School climate has a significant influence on behavior and perceptions; however, the impact is also on academic performance. The school climate affects academic support, academic satisfaction, positive student-teacher relationships, parental involvement, order, safety, and discipline (Daily et al., 2019). When principals implement measures to work on their school's climate directly, they are, in essence, tackling behavior, perceptions, and academics. The school leadership and school climate affect the academic achievement of students (Alhosani, 2017). Within the school climate, the level of connectedness with teachers and school culture impacts students' academic performance (Daily et al., 2019). There is a relationship between the interactions in the school climate, with academic support and performance. Levels of connectedness within the school climate suggest more positive school climate perceptions, therefore impacting academic performance (Daily et al., 2019). Furthermore, the level of school connectedness positively influences learning outcomes (Sampasa-Kanyinga, 2019). When students report positively about the school climate, there is a higher average academic performance (Voight et al., 2017). Over time, students with more positive perceptions of the school climate have sustained high academic performance (Daily et al., 2020). The school climate can be useful in reducing the achievement gap (Daily et al., 2020). "Schools focused on integrating a positive school climate may increase the potential to enrich students' lives and strengthen their academic success" (Daily et al., 2020, p. 189).

The relationship between school climate and academic performance is also seen in school communities and students who had exposure to violent crime. The strength of the school

community can override, in a sense, the harmful negative community exposure and negate any potential for a decrease in standardized scores (Laurito et al., 2019). When schools are perceived as unsafe or having a weak sense of community, there is a decline in standardized scores (Laurito et al., 2019). Therefore, healthier school climates insulate students from neighborhood violence's adverse effects (Laurito et al., 2019). School climate impacts academic performance, but it serves as a tool to negate potential negative influences. Therefore, school climate has a significant impact on academic performance that extends beyond the school. School climate serves as an insulator from the negative outside violent experiences (Laurito et al., 2019).

Lastly, school climate increases engagement levels, which results in higher academic achievement. Students are more engaged in school and achieve higher academic success rates in schools with a positive school climate (Konald et al., 2018). The school climate's overall student perceived quality impacts engagement in the school environment (Fatou & Kubiszewski, 2018). When a school climate has a higher structure and higher student support levels, it is more likely to have higher engagement levels (Konald et al., 2018). Students have also improved engagement levels when their school climate experience is a well-being experience. (Lombardi et al., 2019). There is a connection between academics and student engagement, which is achieved through the school climate (Konald et al., 2018). The school climate has a degree of impact on overall academic performance through various means. However, the school climate's structure and support are essential to achieve this impact on academic achievement (Konald et al., 2018). This structure and support are achieved through the overall work of the school principal.

Schoolwide Positive Behavior Intervention and Supports

The school climate is essential to the overall school. School principals take a more systemic approach by implementing the Schoolwide Positive Behavior Interventions and Supports (SW-PBIS) framework (Charlton, 2020). Schools are turning to SW-PBIS to improve school climate, reduce exclusionary discipline, and improve overall student success (Charlton, 2020). Nelen et al. (2020) noted the following about SW-PBIS, "It is aimed at reducing problem behavior, improving school climate, and providing teachers with tools to improve practice" (p. 157).

SW-PBIS is a systems approach towards impacting school climate and supporting students (Griffiths et al., 2019). Furthermore, it is a multiple system approach to addressing problem behavior (Sprague & Horner, 2007). Sprague and Horner (2007) noted the following key practices for a schoolwide behavioral systems approach:

- (a) clear definitions of expected appropriate, positive behaviors are provided for students and staff members;
- (b) clear definitions of problem behaviors and their consequences are defined for students and staff members;
- (c) regularly scheduled instruction and assistance in desired positive social behaviors is provided that enables students to acquire the necessary skills for the desired behavior change;
- (d) effective incentives and motivational systems are provided to encourage students to behave differently;

- (e) staff commits to staying with the intervention over the long term and to monitor, support, coach, debrief, and provide booster lessons for students as necessary to maintain the achieved gains;
- (f) staff receives training, feedback and coaching about effective implementation of the systems; and
- (g) systems for measuring and monitoring the intervention's effectiveness are established and carried out. (Sprague & Horner, 2007, p. 6).

SW-PBIS focuses on the following three major themes: prevention, multi-tiered support, and data-based decision-making (Sprague & Horner, 2007). The framework addresses problem behavior by teaching behavioral expectations, reinforcing appropriate behavior, and consistency with responses to problem behavior (Ogulmus & Vuran, 2016). The three tiers within the system are primary prevention, secondary prevention, and tertiary prevention (Reno et al., 2017). The primary prevention tier comprises universal support for the entire class, secondary prevention is a more targeted intervention, and the third tier focuses on intensive individual supports (Reno et al., 2017).

SW-PBIS has been found to be highly efficient in reducing problem behaviors and increasing students' social skills (Ogulmus & Vuran, 2016). Each of the tiers represents a behavioral intervention progression. The tiers begin with the schoolwide expectations and progress to more individualized supports. These tiers comprise of procedural practices focused on students and systemic practices focused on faculty and staff (Ogulmus & Vuran, 2016). The tiers provide the various systems and procedures that make up the entirety of this overall framework. Furthermore, Griffiths (2019) noted that there are several key aspects of SW-PBIS:

Aspects of an SW-PBIS include (a) defining positive behavioral expectations; (b) directly teaching the identified expectations to all students; (c) maintaining a system that acknowledges and rewards students who meet expectations; (d) establishing a continuum of logical consequences; and (e) gathering and using data for decision-making purposes. (p. 1494)

The SW-PBIS framework also highlights the value of having a systematic approach to behavior. It further emphasizes reinforcing positive behavior, leading to more significant behavioral change (Griffiths et al., 2019). Through the utilization of this framework, there was evidence of less bullying and peer refusal when this was utilized (Ogulmus & Vuran, 2016). Lastly, SW-PBIS significantly improves school climate by attributing to its students' social competence and academic achievement (Ogulmus & Vuran, 2016). These direct relationships make it a viable option for school principals to venture into when seeking ways to influence their school climate. When schools implement an SW-PBIS framework, various stakeholders engage in a collaborative process to develop schoolwide expectations.

Impact of SW-PBIS

Impacting school climate goes beyond implementing various ideas; it requires a school systems approach. SW-PBIS provides the systems approach needed to do this work. Overall, SW-PBIS establishes consistent, fair rules with interventions to reduce problem behavior (Bosworth & Judkins, 2014). Therefore, behavior expectations are expressed and taught, acknowledged, and reinforced (Bosworth & Judkins, 2014). As a universal framework, SW-PBIS promotes a positive school climate and reduces behavior problems (Bosworth & Judkins, 2014).

SW-PBIS directly impacts the school climate (Bosworth & Judkins, 2014). Schoolwide policies and norms that support positive and respectful interactions in the school community create a bully-resistant climate, which creates a safe and protective climate (Bosworth & Judkins, 2014). Furthermore, SW-PBIS has a statistically significant impact on reducing school discipline and improving academic achievement (Lee & Gage, 2020). As a result of SW-PBIS implementation, there are also fewer out-of-school suspensions for students with disabilities and Black students (Gage et al., 2019). The effects of SW-PBIS are even greater among at-risk and high-risk children (Bradshaw et al., 2015). Additionally, the implementation of SW-PBIS results in improved attendance, fewer office discipline referrals, and overtime, impacts dropout rates (Swain-Bradway et al., 2018). As a result of SW-PBIS, the impact is also seen in staff perceptions and students' behaviors (Mitchell et al., 2018). As a result, behaviors change in response to a systematic approach to behavior.

In addition to the behavioral and organizational impact of SW-PBIS, SW-PBIS also has an academic impact (Lee & Gage, 2020). The implementation of SW-PBIS increases academic achievement (Lee & Gage, 2020). The social reinforcement found in a school-wide behavioral systems approach increases students' academic engagement (Narozanick & Blair, 2019). Further, students who display high levels of disruptive behavior and low academic engagement levels are positively influenced by the components embedded in a school-wide behavioral systems approach (Narozanick & Blair, 2019).

Implementation Fidelity

The schoolwide systems approach effectively reduces undesirable student behavior (Solomon et al., 2012). However, for these systems to be effective, there must be a level of implementation integrity (Swain-Bradway et al., 2018). The extent features of the intervention

measure the fidelity of implementation and are implemented as intended (Nelen et al., 2020). Schools with personnel who displayed confidence levels in the implementation of SW-PBIS demonstrate a positive relationship to the framework's sustainability (Chitiyo et al., 2019). Schools with higher degrees of implementation fidelity see greater outcomes (Gage et al., 2020). Therefore, fidelity in the implementation process is essential. Fidelity is an essential variable in student outcomes (Kim et al., 2018). There are fewer disciplinary exclusions when there are higher fidelity degrees (Childs et al., 2016). Higher fidelity levels result in more significant reductions in disciplinary exclusions (Childs et al., 2016). When schools have stronger fidelity, there are significantly lower office disciplinary referrals (Freeman et al., 2016). Student behavior is impacted as a result of fidelity. Furthermore, fidelity also impacts academic achievement. Students can meet or exceed grade benchmarks when schools implement SW-PBIS with fidelity (Gage et al., 2017).

Implementation Phases

The Office of Special Education Programs Center On Positive Behavioral Interventions and Supports (2015) developed a PBIS implementation blueprint, which outlined the four stages of implementation. It is important to note that PBIS is equivalent to SW-PBIS, SWPBS, and Multi-Tiered Behavioral Frameworks (MTBF) in this document. The first stage is exploration/adoption. In this stage, a decision is made that the school will commit to adopting the framework's practices and principles. The second stage is installation. This stage focuses on setting up the infrastructure for implementation. This infrastructure could include items such as establishing teams, developing procedures, or establishing professional development activities. In the third state, the initial implementation, the school is active in utilizing the practices, working through any problems, and assessing for improvement. In this stage, there are changes

in practice, organization, and functions. Generally, this is conducted in a school subsection, such as classrooms, recess, or special area classes. Lastly, the fourth stage is full implementation. This stage aims to expand the practices/programs to a wider scale of the school. Therefore, the practices and procedures that were initially established in the school's subsection are developed for the larger school (Center on PBIS, 2015).

Every Student Succeeds Act

ESSA is the federal legislation that governs elementary and secondary education in the United States of America. The shift from NCLB (2002) to ESSA (2015) meant a change from the previously held federal authority over education to an increase in state and local school district control. As a result of the change, there were several key changes; however, the foundational principle was that states and schools were given the responsibility and charge over the education. States could do several things such as design, determine school ratings, decide on assessment, and choose their own teacher evaluation system (ESSA, 2015). However, states now had to report subgroup results, have 95% test participation, monitor and support low-performing schools, report teacher effectiveness, and develop state plans (ESSA, 2015).

The shift to ESSA meant that schools were held to a higher degree of accountability for student achievement and the law gave states greater authority over how schools are accountable for student achievement (ESSA, 2015). Each state utilized the federal government framework to develop its own educational plan. These plans are needed to account for academic standards, testing, school accountability, academic achievement goals, improvement for struggling schools, and reporting measures (ESSA, 2015). For each of these categories, there is a need and emphasis on school leadership. ESSA (2015) was explicit in acknowledging school leadership as a focal

point for educational improvement. This can be seen in the provisions allowing for Title I-III funding to improve school leadership (ESSA, 2015).

Principalship

The role of the school principal is not only vital, but also multilayered. The school principal's role is crucial to the school's overall success (Liu & Bellibas, 2018). The Interstate School Leaders Licensure Consortium (ISLLC, n.d.) identified six standards for school leaders: ISLLC's Standards for School Leaders (ISLLC, n.d.):

1. A school administrator is an educational leader who promotes all students' success by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the broader political, social, economic, legal, and cultural context (ISLLC, n.d. p. 1)

The school principal's role is crucial in guiding schools for sustainable improvement (Shava & Heystek, 2019). The principal can create this sustainable improvement by shaping vision (Shava & Heystek, 2019). Furthermore, the principal is essential in leading the school towards creating a shared vision for learning because the principal cultivates a sense of change, and the principal can also create a climate of hope and trust among teachers (Cherkowski, 2016). Lastly, principals are essential to the creation of a climate of learning (Cherkowski, 2016).

Leadership

The role of the principal is a position of leadership. Leadership is a critical factor in organizational effectiveness (Zahed-Babelan, 2019). "Leadership is defined as a relationship through which an individual or group influences the behaviour and actions of others" (Akanji et al., 2018, p. 831). In addition, leadership involves the influencing or motivation of others, often in achieving a specific goal (Reed, Klutts, & Mattingly, 2019). Leadership is a foundational feature that determines organizational success and failure (Hershey & Blanchard, 1988). The overall purpose of leadership is to ultimately direct individuals to achieve those specified goals (Ahmad, 2016). Nagendra and Farooqui (2016) noted the following:

Leadership is a critical management skill, involving the ability to encourage a group of people towards a common goal. Leadership focuses on the development of followers and their needs. A leader is a person who influences, directs, and motivates others to perform such tasks and also inspire his subordinates for efficient performance towards the

accomplishment of the stated objectives. Leadership style is the manner and approach providing direction, implementing plans, and motivating people. (p. 65)

Leadership impacts organizational innovation, job performance, and organizational performance (Shu-Yi & Hsiu- Jen, 2018). Leadership further impacts organizational safety performance and safety culture (Khan et al., 2018). However, effective leadership is the extent to which the leader can continually and progressively lead and direct his/her followers towards an organizational goal (Bhatti et al., 2012). Specifically, effective leadership develops progressive organizational culture, employee motivation, clarifies vision, and guides organizational efforts (Sirisetti, 2011).

The effective leader can achieve the following:

- (1) balance pushing to change while protecting the existing positive values and practices;
- (2) know how to align the diverse happenings within an organization;
- (3) recognize the magnitude of change and therefore monitor carefully how it is being implemented;
- (4) understand the people within the organizational community (El Khouly et al., 2017, pp 240-241).

In essence, leadership's overall role involves building a vision and mission, motivating, team building, involving others in decision-making, and being a role model (Zeb et al., 2018).

There are varying features and characteristics of quality leadership. Leaders may adopt varying leadership styles; however, some qualities resonate with good leadership. To enhance organizational effectiveness, leaders should be accessible and dedicated, neutral and modest, be aspiring and attentive, and reliable (Olanrewaju & Okorie, 2019). Successful leaders focus on vision, display patience and timing, stay informed, avoid meddling, coach and support their employees, and build commitment (Lloyd, 2019). Ethical features are also important in

leadership. Quality leaders have moralism, altruism, ethical sensitivity, and ethical courage (Esmaelzadeh et al., 2017).

In addition to the various features and characteristics, there are several leadership styles that leaders can model. El Khouly et al. (2017) further define leadership style:

One way to define a leadership style is the way managers handle a few categories: how managers deal with personnel-how they address human capital, from directing work to dealing with problems and conflict, will shape leadership style; How they manage the workflow; How they manage what gets done; how much oversight there will be. The perspective boils down to two broad categories: the micromanager and the macromanager. The micromanager will supervise and approve every detail, keeping a heavy hand in the overall progress of the project. The macro manager keeps track of goals and big-picture timelines, while relying on his team to make all the smaller decisions. The handling of the flow of ideas also distinguishes leaders. Some serve to enable the decision-making skills of their teams. Others bring in a pre-defined philosophy and seek compliance and consent from the group. (El Khouly et al., 2017, p. 240)

No one leadership style is better or worse; however, it is more important to understand how leaders may utilize or decide upon a leadership style (Ahmad, 2016). The two broad categories of leadership styles are task-oriented leaders and people-oriented leaders (El Khouly et al., 2017). Those who are task-oriented are better at managing the details of the process, while people-oriented leaders are more of visionaries and empowering of others (El Khouly et al., 2017). "There are different leadership styles having diverse characteristics and everyone is valuable in a specific condition. Therefore, leadership styles may be adopted in accordance with

the situation" (Ahmad, 2016, p. 909). The leader must understand his or her environment and therefore interconnect personal behavior with the overall structure (Ahamad, 2016).

Instructional Leadership

A school leader's primary task is being an instructional leader (Fuentes & Jimerson, 2020). The role of the principal as the instructional leader encompasses a wide range of components. Leaders impact several areas of the organizational structure's functioning; the organizational structure, varying roles in this structure, reaching organizational goals, and making an impact on the followers (Ozdemir et al., 2020). Instructional leadership focuses on the school principal providing direction, resources, and support to improve teaching and learning (Ozdemir et al., 2020). This type of leadership is central to effect change in classroom practice (Fuentes & Jimerson, 2020).

The principal, as an instructional leader, serves in a dynamic capacity. Furthermore, the instructional leader can influence various aspects of the school. Instructional leaders identify and share school objectives, manage programs and teaching, evaluate teachers and students, support and develop teachers, and create a teaching-learning climate (Ozdemir et al., 2020). The instructional leader's teaching and learning culture work further impacts the academic achievement of the learners (Maponya, 2020). As the instructional leader, the school principal positively impacts the teacher's behavior on curriculum implementation, morale, expectations, and task-oriented work (Ozdemir et al., 2020). Also, instructional leadership positively influences work engagement and school culture (Zahed-Babelan, 2019). The instructional leader is useful in creating a meaningful and productive school environment (Zahed-Babelan, 2019). This is accomplished through collaboration, collective leadership, and shared vision, creating a positive and participatory school culture (Zahed-Babelan, 2019). Principals are effective in

instructional leadership through leadership, content knowledge, solving complex school-based problems, and building relationships (Wallin et al., 2019).

Transformational Leadership

Bass (1985) described transformational leadership as a leadership style where leaders broaden and elevate employees' interests and create an environment where they go beyond their own interests and focus on their mission. Transformational leadership utilizes a greater collaborative approach, focusing on empowering followers in the overall work (Anderson, 2018). The transformational leader seeks to build the followers' commitment towards the organizational goals; the inspiring motivation emphasizes organizational vision (Brown et al., 2020).

This leadership style emphasizes follower preparation, building and strengthening organizational norms, establishing new ways of thinking, and establishing norms (Anderson, 2018). Bass (1985) noted that the leader increases the follower's awareness and shifts the follower to see issues from a different perspective. Also, the transformational leader centers on changing employee attitudes, creating a new vision, and making fundamental changes to the culture (Anderson, 2018). However, an underlying aim is to have the followers symbolically follow the leader (Brown et al., 2020). The principal who engages in transformational leadership works on group goals through a cooperative environment. Furthermore, these principals hone in on building a shared vision within their school.

Authentic Leadership

A leadership style that extends beyond transformational leadership is authentic leadership. Authentic leadership is viewed as a "root construct" for other leadership processes (Duncan et al., 2017). Authentic leadership incorporates both moral and ethical perspectives (Duncan et al., 2017). Authentic leadership encompasses four dimensions: self-awareness, balanced processing,

internalized moral perspective, and rational transparency (Duncan et al., 2017). Furthermore, the authentic leader promotes positive ethics and encourages positive self-development (Whitehall et al., 2021). However, this leadership style's foundation is that self-awareness and transparency are significant; these elements are essential to achieve the degree of authenticity required for this style (Whitehall et al., 2021). Self-awareness has two components, understanding how someone makes sense of the world and how that impacts their perspective (Datta, 2015). Transparency is how someone presents themselves to others, which results in trust with the followers (Datta, 2015). At its core, the principal who utilizes this approach aims to create a greater sense of legitimacy with his or her followers through those genuine relationships forged because of the higher transparency levels.

Transactional Leadership

Transactional leadership notes that there exists more of an exchange between leaders and followers (Burns, 1978). "The leaders under a transactional leadership style of leadership primarily focus on managing their followers by a strict hierarchy, corporate values and by implementing a closely monitored control system" (Kanwal et al., 2019, p. 997). There are three key features of transactional leadership: understanding hierarchy, task completion, and rewards and punishments (Brown et al., 2020). Therefore, there is this relationship between the completion of tasks, as identified by the leader, which results in rewards and punishments. The transactional leader leans on the utilization of rewards to either encourage or punish their followers based on performance (Kanwal et al., 2019). It is important to note that this leadership approach has the ability to impact the clarity of the greater goals because the focus is on reward/punishment versus the greater vision (Raziq et al., 2018).

These leaders utilize a greater submissive approach in managing subordinates (Kanwal et al., 2019). Furthermore, there is a greater disconnect between the follower and leader with this style. Transactional leaders may lack in their quality of relationships, lack in human compassion and concern, and primarily focus on the transaction for reward (Brown et al., 2020). These leaders negate the emotional bond's role between leader and follower (Kanwal et al., 2019). Principals who may utilize this approach would focus on providing a reward or imposing punishment due to compliance or lack thereof. Also, these principals are more emotionally disconnected from their staff.

Servant Leadership

Servant leadership is a holistic approach to leadership that engages followers through multiple dimensions to empower them to grow (Eva et al., 2019). The servant-leader is motivated by the desire to serve (Greenleaf, 1979). The servant-leader places emphasis on the follower (Gandolfi & Stone, 2018). In contrast, other leadership styles give greater attention to the mission and the follower (Gandolfi & Stone, 2018). The perspective of the principal who utilizes this leadership style places the mission as a secondary focal point. Furthermore, principals who utilize this style aim to help their followers grow and succeed to achieve the overall objective. However, an important element of this leadership style is that the leader gives value to the morality and authenticity in their interaction with others (Eva et al., 2019). "Servant leadership more explicitly incorporates stewardship as an essential element of effective leadership; this brings a focus on a long-term perspective that takes into account all stakeholders" (Eva et al., 2019, p. 113). Servant leaders place a far greater emphasis on their followers' multidimensional development (Eva et al., 2019). The assumption is that if followers

maximize their potential, there will be a direct correlation to the organization's potential and overall performance (Gandolfi & Stone, 2018).

Strategic Leadership

The strategic leadership style centers on creating and communicating a vision to effect change (Barron et al., 1995). The most prominent assumption in this leadership style is that the followers need to be actively involved in the design, implementation, and assessment process (Barron et al., 1995). Therefore, the strategic leader can strategically address, manage, and execute reform through their ability. This would mean that school principals who engage in this leadership style actively involve their teachers and staff in the educational change process. Strategic leaders focus on four key areas.

The strategic leader focuses on participation, sensitivity, trust among stakeholders, and openness and fairness (Barron et al., 1995). Participation speaks to the level of participation at all levels; however, more specifically, each member of that process has a targeted and dynamic role. In addition to having a sense of ownership, the strategic leader must reflect a degree of sensitivity through participation. Also, another key feature is that among the stakeholders, there exists trust. Lastly, this leadership style promotes and nurtures the expression of creative ideas (Barron et al., 1995).

In addition to these key components, in Hitt, Ireland, and Hoskisson's (1999) strategic leadership model, they noted six critical components of this leadership style. They noted that this leadership style requires the following components: the leader must determine strategic direction, exploit and maintain the core competencies of their followers, develop human capital, sustain the overall corporate culture, emphasize ethical practices, and establish strategic controls (Hitt et al., 1999). This further highlights the degree of collaboration, intentionality, vision, and training of

individuals. The principal who utilizes this model is clear on the vision, intentional in practice, and aims to empower the teachers/staff.

Laissez-faire Leadership

In contrast to the strategic leadership model, laissez-faire leadership takes an opposing approach to leadership. The laissez-faire leadership style is generally where the leader primarily delegates all of the decisions to the followers, allowing them greater ownership in the decision-making process (Wong & Giessner, 2018). However, this leadership style is also known for avoiding leader tasks and lack of responsiveness to subordinate needs (Bass, 1999). Also, it has been noted as the "absence of leadership" (Kanwal et al., 2019). This passive approach to leadership is noted for the following: this is an avoidant type of leadership when an active leader is needed; this approach does not meet the legitimate expectations of the followers and can be a passive form of aggression (Agotnes et al., 2017). However, it is important to note that this form of leadership has been associated with increased role stress, interpersonal conflicts, emotional exhaustion, reduced job satisfaction, and health problems (Skogstad et al., 2017). One reason for these results is that the absence of leadership can disrupt communication flow (Kanwal et al., 2019). Also, the lack of leadership results in role ambiguity because no one is willing to make decisions (Kanwal et al., 2019). The principal that may utilize this approach would give greater freedom to the implementation and/or development of an initiative. This principal would not be as involved in the overall process.

Authoritative Leadership

The authoritative leadership style is characterized by their exhibition of authority over their followers (Kanwal et al., 2019). This style is also known as the autocratic leadership style. The overall intention of this leadership approach is to demand and require control over their

followers. In this model, the leader exerts full control over their subordinates (Ahmad, 2016). These leaders have high standards and demand authority and respect (Huang et al., 2015). The authoritarian leaders issue orders, and those orders are followed without question (Lloyd, 2007). This approach's utilization generally results in followers' inability to question or suggest ideas, regardless of whether the leader's idea made sense or not (Lloyd, 2007). Followers under this form of leadership have little opportunity to provide suggestions, even when beneficial to the organization (Ahmad, 2016). However, the authoritarian leader is noted for high proficiency, efficiency in decision-making, and crises effectiveness. Principals who engage in this leadership form would be more direct and targeted in their interactions with teachers and staff. However, this would limit teachers and staff's ability to contribute to the overall school culture and initiatives implementation.

Democratic Leadership Style

A democratic leadership style is an approach where leaders divide subordinate tasks fairly and equitably (Rifaldi et al., 2019). In the democratic leadership style, the followers have a greater involvement and engagement of decisions (Bhatti et al., 2012). This leadership style is further noted for having higher levels of job satisfaction and skill development of their followers (Bhatti et al., 2012). Even though followers contribute to the decision-making process, the democratic leader still makes the final decision (Bhatti et al., 2012). Furthermore, this approach does take more time; however, it is more suitable for situations where teamwork is essential, and quality is more important (Bhatti et al., 2012).

Democratic leaders are further characterized by their ability to be more intentional in involving their followers in the discussion, and they identify and work with more highly motivated teams (Bhatti et al., 2012). In these work environments, followers have greater levels

of submissiveness (Bhatti et al., 2012). These leaders are generally more revered and respected and not feared because of their organizational approach (Rifaldi et al., 2019). The reverence and respect results from the leaders involving the followers in decision making, the delegation of authority, the encouragement of participation, and their targeted use of feedback (Rifaldi et al., 2019). Principals who utilize this form of leadership will engage their teachers and staff in a teamwork model to achieve the desired organizational results.

Impact of Principal Leadership

ESSA (2015) placed a greater emphasis on a role that already had multiple layers of responsibilities. The school principal has a hand in overseeing the global landscape of his or her school. Aside from the principal's traditional and managerial functions, the principal must also develop its climate. The school principal can, directly and indirectly, influence the school based on the *ripple effect*. The ripple effect is a research-based framework for principal effectiveness; however, it reflects the broad impact and context-dependent nature of the principals' practice (Nicholas & Cormack, 2016). The ripple effect illustrates a relationship between the district and community context, and school conditions, with the principals' practice quality (Nichols & Cormack, 2016). The school principal's practice is interrelated to the district and community context and school; therefore, the principal's work influences teacher quality, instructional quality, and student achievement (Nicholas & Cormack, 2016).

Principals' leadership practices are vital to their effectiveness. It is important to note that effective principals can enhance employee engagement and commitment to the school's goals (Fourie, 2018). This is accomplished when the school principal establishes a strong vision and high expectations and a system to ensure that teachers and students meet standards for quality (Lee, 2020). In order to accomplish this, principals must attain buy-in from their teachers.

Principals can influence teacher emotions through professional respect, acknowledgment, protection from harassment, maintaining a visible presence, allowing for teacher's voice, and communicating a satisfying vision (Lambersky, 2016). The school principal is able to impact overall teacher performance (Khan & Shaheen, 2016).

The principal is also critical in creating a school climate for student learning, improvement, growth, and achieving goals (Smith et al., 2020). The school climate is considered a result of the principal's work (Dekawati, 2020). The values of principals influence the school and are further adopted by teachers, parents, and learners (Fourie, 2018). Therefore, what they value about the school climate is vital. The school principals' role is essential in impacting school climate and influencing students' lives. "Leadership practices that are capable of addressing quality instruction also have the potential to increase the school's climate and teacher effectiveness" (Ross & Cozzens, 2016, p. 171). Firm instructional leadership principals have a positive and direct influence on school climate (Dekawati, 2020).

Principal Impact on Students

School principals have a significant impact on students' lives due to the school climate they establish. The school principal is one of the most important factors influencing a student's education (Young et al., 2017). "Principal leadership plays a significant role in determining the experiences of teachers, the experiences of students, and the overall school climate" (Baptiste, 2019, p. 7). Principals' leadership practices have a significant relationship with teacher job satisfaction, work performance, and student outcomes (Baptiste, 2019). An example of this impact is principals' ability to shape the values of children. The principal indirectly or directly impacts the corresponding values of students, which is achieved through the school climate (Berson & Oreg, 2016). As a result of what principals do to shape the school climate, it impacts

the values of students (Berson & Oreg, 2016). Through the school climate, principals have a significant influence not only on what happens in school but also on students' lives.

The school leadership also impacts the school's condition, which results in positive student outcomes (Zhang & Wind, 2019). The various work layers that principals engage in within the school environment impact students' academic achievement (Khan & Shaheen, 2016). One way this is achieved is through the principals' outcome expectations. The principals' expectations have a statistically significant impact on student achievement (Schrik & Wasonga, 2019). When principals place higher importance on outcome expectations, there is a higher likelihood they will be achieved (Schrik & Wasonga, 2019). Furthermore, the principal's support, influence on curriculum, instructional efforts, leadership with assessments, professional learning communities, and schoolwide initiatives indirectly impact student achievement (Brown, 2016). For example, principals significantly affect students' math and reading test scores (Dhuey & Smith, 2018). The principal's leadership behavior influences academic achievement through the professional community and teachers' instructional practices (Ozdemir, 2019). The principal serves as an essential motivation towards influencing teacher work (Fourie, 2018). The principals' leadership has an indirect impact on student achievement and is therefore vital.

Principal Leadership Impact on SW-PBIS

Leadership is essential when establishing a new program or initiative. High levels of organizational readiness are needed to cause change (Lynch et al., 2019). The school leader is a vital leadership element to lead work towards an intended goal (Lynch et al., 2019). Aside from the influence principals can have on students' lives through the school climate and their impact on student outcomes, the leadership of principals also impacts the implementation of SW-PBIS. Principals play a vital role in adopting initiatives intended for school improvement (Moindi et al.,

2016). Successful implementation hinges on the practices the principal initiates during implementation (Sprague & Horner, 2007). This success starts with what a principal believes. The principals' beliefs can influence the experience of others (Mady & Masson, 2018).

Furthermore, the school principal's role either hinders or supports a schoolwide approach's implementation and sustainability (Judkins et al., 2019). The school administrators' active support and active participation are the most critical elements when implementing and sustaining this work (Judkins et al., 2019). An example of this can be seen with the implementation of multitiered systems of support (MTSS). When there is a strong and engaged school leadership, and a strong educator support system, there are large improvements in implementation (Choi et al., 2019). High-quality school leadership is essential when initiating academic and behavioral initiatives (Choi et al., 2019).

The degree of principal involvement is highly essential when implementing SW-PBIS. What the principal does during the implementation phase, and his or her subsequent participation is critical. Principals engage in varying overlapping roles when implementing initiatives (Francom, 2016). Francom (2016) noted the following roles principals engage in when implementing initiatives:

- (1) Establish buy-in from students, teachers, parents, and community members;
- (2) Lead a research-based initiative with a specific mission and goals, with support from teachers;
- (3) Embed the initiative in all aspects of the school;
- (4) Continuously gather and evaluate data to drive change;
- (5) Model the adopted virtues and values;
- (6) Develop a specific timeline for implementation;

(7) Empower students and staff with opportunities for input, feedback, and leadership;

(8) Overcome obstacles and celebrate success. (Francom, 2019, pp. 31-32)

Another vital aspect for the success of the implementation of initiatives is the fidelity of that implementation. The degree of fidelity is driven by the school leadership. The factors that impacted the degree of fidelity in program implementation result from school administrative decisions (Stockard, 2020). "While the principal usually initiates change activities such as implementing a new program or initiative or reform, the planning and the daily monitoring of the implementation becomes the purview of teams school personnel" (Judkins et al., 2019, p. 409). The distribution of leadership, engagement, and commitment increases the likelihood of success (Judkins et al., 2019). Principals must be active participants when implementing a schoolwide system to impact school climate and influence behavior. A lack of program integrity impacts the effectiveness of a schoolwide systems approach to behavior (Swain-Bradway et al., 2018). The work of the school principal directly relates to the degree of program implementation.

Summary

This literature review covered the importance of school climate, the utilization of SW-PBIS to address school climate, and principal leadership's impact on implementing a school-wide systems approach to behavior. The literature presented the relationship between what is essential to a school community, what is used to address that need, and the ultimate value that administrative leadership plays in this implementation. The situational learning theory (Hershey and Blanchard, 1977) provides the theoretical framework for the study. The SLT emphasizes that the leader adjusts his or her approach based on situation and followers (Hershey & Blanchard, 1977). The theory is relevant because it frames the importance of the leader and the decisions that are made.

School climate is a vital part of the school community. The social experiences and constructs that are in place in a school community have a significant impact on students' lives. In order to address this, school systems have initiated the use of the SW-PBIS framework. However, the implementation of SW-PBIS is not successful without the leadership of the school principal. Successful implementation is due to the school principal's work; the principal's work impacts the implementation, sustainability, and fidelity of an SW-PBIS framework (McIntosh et al., 2014; Payne, Gottfredson, & Gottfredson, 2006).

This research sought to address the gap in the literature surrounding principals' experiences during the implementation of SW-PBIS. Even though the principal is essential to this work, the research had not revealed principals' experiences in this process. The experiences of principals during implementation were not revealed. For other schools to successfully replicate this work, research was needed to reveal their experiences.

CHAPTER THREE: METHODS

Overview

The school principals' roles and responsibilities have changed over time, from simply managerial towards more of an instructional leadership role (Finnigan, 2010; Stewart, 2013; Van Vooren, 2018). As a result, the school principals' role has increased in responsibility, which has caused tension because of internal and external reforms (Ganon-Shilon & Schechter, 2019). The school climate is one area of responsibility, which significantly impacts the school environment (Bosworth et al., 2011; Bosworth & Judkins, 2014; Peguero & Bracy, 2015; Gage et al., 2017). Furthermore, the principals' leadership impacts the overall school climate (Berson & Oreg, 2016; Cotton, 2003; Park, Lee, & Cooc, 2019). As a result, principals have turned to the SW-PBIS framework to address the need for a positive school climate because of its impact on the school environment (Ogulmus and Vuran, 2016; Kelm et al., 2014; Gage et al., 2017). Therefore, it was essential to understand the principals' leadership experiences during the SW-PBIS framework implementation.

The purpose of this phenomenological study was to understand the experiences of principals who had implemented SW-PBIS frameworks in New York State. The researcher utilized interviews, timelines, and document analysis to examine experiences during the implementation of SW-PBIS. Understanding these variables allowed for a better understanding of the experiences, allowing for a more efficient and productive future implementation by other principals.

Chapter Three describes the design and research questions and the setting, participants, and procedures. Next, follows the data collection and data analysis process. Lastly, the chapter describes the trustworthiness and ethical considerations of the research.

Design

Qualitative studies are grounded in the assumption that individuals continuously construct social reality, and therefore the intention is to discover meaning and interpretations in natural settings (Gall et al., 2007). However, quantitative studies assume that social reality is relatively constant across time and settings (Gall et al., 2007). Furthermore, qualitative research examines human intentions and human actions and studies the meaning individuals create (Gall et al., 2007). Bogdan and Biklan (2007) further indicate that qualitative research is detailed in nature, examining the participant's contextual setting, allowing for an understanding of a phenomenon. Quantitative studies view social phenomena from a mechanistic perspective (Gall et al., 2007). Also, quantitative studies aim to generate numerical data to represent the social environment (Gall et al., 2007). This study focused on understanding principals' experiences during the implementation of the SW-PBIS framework and understanding this phenomenon; thus, a qualitative method was selected. A quantitative study would also not be appropriate for this study since this researcher did not intend to generate numerical data to represent the social environment. Nor was it assumed that social reality is relatively constant; instead, the participant constructs the social reality, which more appropriately aligns with a qualitative perspective.

Among the many qualitative designs, a phenomenological design was selected. Edwards Husserl developed the philosophy of phenomenology in the middle of the 20th century (Guillen, 2019). Phenomenology is the exploration of the lived experiences of phenomena by individuals (Patton, 2020). In a phenomenological study, the meaning of lived experiences of a concept or phenomenon is described (Creswell & Poth, 2018). Even though a narrative research approach explores individuals' lives, it is focused on telling the stories of those individual experiences; in contrast, the phenomenological approach describes the essence of those lived experiences

(Creswell & Poth, 2018).

Similarly, a case study design provides in-depth descriptions and understandings of a case or cases (Creswell & Poth, 2018). This research intends to understand the essence of those lived experiences of principals while implementing the SW-PBIS framework. Therefore, a phenomenological design was most appropriate because it allowed the researcher to examine this human experience. Creswell and Poth (2018) further reference Moustakas (1994), and they indicated that a phenomenological study consists of "what" is experienced and "how" it is experienced. This study aimed to understand and describe "what" principals experience during SW-PBIS implementation and "how" they experienced it.

A transcendental phenomenological design was utilized in this study. The transcendental phenomenology highlights the essence of the lived experience (Moustakas, 1994). The transcendental phenomenology process does not focus on the researchers' interpretation; however, it focuses more on the experience description (Moustakas, 1994). The meaning of the lived experiences is at the core of the transcendental phenomenology; it serves as a design for acquiring and collecting data that analyzes the essence of the human experience (Moerrer-Urdahl & Creswell, 2004). This process allows the researcher to develop a perspective that includes various stimuli through bracketing of those stimuli, which allows for a capturing of the phenomenon (Lavery, 2003).

An integral characteristic of the transcendental phenomenology is that the researcher examines the data with an unbiased perspective. The researcher examines the data as it were for the first time; this is a reduction process (Moustakas, 1994). The researcher sets aside his or her preconceptions and prior knowledge to have an open mind (Moustakas, 1994). This process is based on a concept called epoche, or bracketing, where the researcher sets aside his or her

personal experiences to allow for a fresh perspective (Moustakas, 1994). Therefore, this process is transcendental as a result of the phenomenon being viewed with a fresh perspective (Moustakas, 1994). Creswell and Poth (2018) explained epoche by stating, “we see researchers who embrace this idea when they begin a project by describing their own experiences with the phenomenon and bracketing out their views before proceeding with the experiences of others” (Creswell & Poth, 2018, p. 78). A description of this researcher’s experience with implementing an SW-PBIS framework is found in Appendix E.

The study was focused on understanding the experiences of principals who had implemented an SW-PBIS framework. The transcendental phenomenological approach focuses more on the description of experiences than on researcher interpretation (Moustakas, 1994). The transcendental phenomenological approach is also geared towards capturing the essence of the participants’ experiences’ (Moustakas, 1994). The study was focused on capturing the essence of school principals' experiences implementing an SW-PBIS framework.

Research Questions

Central Research Question: What are the experiences of principals who implemented a SW-PBIS framework in New York State?

Sub-Question 1: What situation or context prompted the principal to implement the SW-PBIS framework?

Sub-Question 2: What are the relationship behaviors of principals who implemented an SW-PBIS framework?

Sub-Question 3: What are the task behaviors of principals who implemented an SW-PBIS framework?

Sub-Question 4: What factors influenced the relationship and task behaviors principals implemented?

Setting

This research's intended setting was public schools in New York State that utilize a SW-PBIS framework. There are over 4,000 schools in New York State (NYSED, 2018). New York State schools have a wide range of school demographics (NYSED Data, n.d.) Furthermore, it was important to find schools consistent with the research interest (Gall et al., 2007). For this research, schools that utilized only the PBIS framework lacked a school-wide system approach that this research intended to highlight. Therefore, schools had to self-identify as having an SW-PBIS framework.

Furthermore, the setting must have had the principal who implemented the SW-PBIS framework. If the current principal inherited this framework, it did not allow for an understanding of "how," "what," and "why" of this implementation process. Therefore, the setting must have had the principal who initiated this work. Lastly, the setting must have had the SW-PBIS in place for at least one academic school year to allow for a more comprehensive understanding of the experiences during the implementation process. Having at least one academic school year allowed the implementation process to have evolved. If the school is currently in the initial implementation stage, it may have gaps in understanding the overall process. Therefore, the setting must have had a minimum of one academic school year and be in the full implementation stage to have allowed the implementation to expand to the whole school.

Participants

The participants in this sample were chosen through purposeful sampling. Purposeful sampling is intended to achieve information-rich samples that match the study's intent (Gall et

al., 2007). The study began with a convenience sampling and then utilized the snowball sampling strategy to achieve the purposeful sample. The convenience sample is achieved by selecting participants from a group that is easily accessible and convenient for the researcher (Gall et al., 2007). Even though purposeful sampling is based on the research criteria, starting with a convenient sample allowed for a snowball sampling with this initial pool of participants to seek information from these individuals about other information-rich samples that meet the criteria (Suri, 2011). The participants must have been the principals who have implemented an SW-PBIS framework and have at least one year with it. Furthermore, the researcher utilized linear snowball sampling where the first participant would be recruited, and that participant would, therefore, recruit the subsequent participant, therefore creating a chain-referral-sampling (Etikan et al., 2015). Even though there is a wide range of sample sizes in qualitative research, this research followed the general guideline which is to not only study a few individuals, but also to collect extensive details about each individual (Creswell & Poth, 2018). This research was intended to reach 10-15 participants for the study; 10 school principals from New York State who implemented a SW-PBIS framework participated. The study included six female participants and four males. The participants represented various ethnicities; six were white, two African American, one Hispanic, and one Asian participant. The principals were required to be the principal who initiated implementation and have had at least one year with the SW-PBIS framework. In addition, they had to self-identify as having reached full implementation (Center on PBIS, 2015). The principals led schools with varying characteristics. Each of the principals served schools ranging from less than 100 to slightly over 1,000 students. Four of the principals led middle schools, five were in elementary schools, and one was in a high school. Also, the school setting was evenly split, 50% of the principals were in urban settings, and 50% were in

suburban settings. Lastly, the schools' socioeconomic status also varied; 40% of the schools were considered low, 50% middle, and 10% high.

The principal must have had at least one academic school year with this framework. There are impact limitations when SW-PBIS is implemented for less than a full academic year (Miller, 2016). Furthermore, there are four stages of implementation: Stage 1: exploration and readiness agreement; Stage 2: installation; Stage 3: initial implementation; Stage 4: full implementation (Center on PBIS, 2015). The school was required to be at minimum in the full implementation phase. At this stage, the school would have already developed an infrastructure to implement successfully (Center on PBIS, 2015). At the full implementation stage, the school would have expanded their principles and systems to the whole school (Center on PBIS, 2015). The narrowness of this lens limited the range of participants. Therefore, this method was utilized because of the potential difficulty of locating participants (Etikan et al., 2015). Therefore, to achieve a purposeful sample, a snowball sample strategy was appropriate for this study.

Procedures

This researcher initially sought Institutional Review Board (IRB) approval before the start of the research. The IRB exemption is located in Appendix A. After the IRB exemption, participants were elicited for the study. Because the research participants were selected through purposeful sampling, and by the utilization of the snowball sample strategy, the participants were purposefully selected. To find principals that fit the research criteria, a formal email was sent to local school principals and district administrators. School administrators were asked to recommend principals who were suitable for the research. This method was useful in finding suitable cases, and this process was continued to find the desired sample size (Gall et al., 2007). Each participant was sent an electronic version of the informed consent form (Appendix B).

The three selected data collection approaches were document collection, timeline submission, and interviews (Creswell & Poth, 2018). Initially, participants were asked to submit a timeline of their implementation process to triangulate the data. Furthermore, the participants were asked to share applicable documents utilized during the SW-PBIS framework implementation. These could range from meeting agendas, articles, meeting notes, drafts of their matrix, etc. This allowed for an examination of those documents (Creswell & Poth, 2018). Lastly, a virtual face-to-face interview was conducted. It was essential to understand the common experiences through questions that lead to textual and structural descriptions (Creswell & Poth, 2018). Questions were asked that lead to textual and structural descriptions of their experiences, thereby understanding common experiences. The data was analyzed utilizing Moustakas' (1994) approach to phenomenological analysis. According to Moustakas (1994), the researcher will first describe his or her own experiences (epoche) (Appendix E), identify important participant statements, and then cluster the statements into themes. This researcher sought to determine themes that appeared from the various data points.

After the selection of participants, an interview appointment was scheduled with each participant. The date, time, and virtual platform was agreed upon by the researcher and participants. The participants were advised to email their implementation timeline and also were provided specific instructions for the document collection in the initial conversation. The email asked participants to submit their implementation timeline and provide documents the participants felt were influential during the implementation phase. These documents could be articles, meeting agendas, PowerPoints, emails, etc. Then, the interviews were conducted on a virtual platform for approximately 60-90 minutes. Each interview was recorded with the participant's permission. The interview was a purposeful conversation designed to gather

information (Bogdan and Biklen, 2007). Then, "the researcher will synthesize the themes into a description of the experiences of the individuals (textual structural descriptions), and then construct a composite description of the meanings and the essence of the experience" (Moerer-Urdahl & Creswell, 2004). This was done by identifying significant statements, meaning themes, and the essence descriptions, which led to a composite description (Moustakas, 1994).

The Researcher's Role

I have many years of educational experience. I worked as a teacher in elementary schools in New York City and Long Island. I have also served as an instructional coach in both New York City and Long Island at the secondary and elementary levels. Furthermore, I was an assistant principal and currently serve as a principal on Long Island. As a school administrator, I have led work to initiate a Schoolwide-Positive Behavior Intervention and Support framework in both the assistant principal and principal roles. I have a foundational understanding of the work involved with initiating this framework.

Currently, I know of three schools that have utilized SW-PBIS; however, I am familiar with one of them. The principal which has implemented this framework, is someone I have worked with personally and have maintained a friendship with. The second school which has used this framework, is a middle school. The last school has a principal I know of because of professional interactions. The school is in a neighboring town; however, I do not know whether the principal inherited the framework or led the work towards implementing it.

I desired to conduct this study in order to understand the experiences of principals who have implemented a SW-PBIS framework. I have observed that the available resources lack information from the perspective of those who lead this work. Generally, the available resources and tools give evidence for why the framework is a viable option. Those resources often detail

the research which proves that the effectiveness of the framework. However, it lacks a practical lens for the administrator who is seeking to implement this framework. Examining the perspectives of principals will reveal a better understanding of how this work happens. As a result, my desire for this data does create initial assumptions and biases. Since I am currently living this experience, I may assume that I understand this experience's essence. Even though I have not completed a full year of implementation, I feel this is an assumption and bias I may bring to this research. During the sampling, my relationship with the principals may lead me to principals with similar mindsets and experiences. The lens through which I view this data is from someone who is currently involved in this work. Lastly, being friends with one of the participants caused initial assumptions as I navigated the notes from the various discussions.

Data Collection

Characteristic of qualitative studies, three different methods of collecting data were utilized. The participants were scheduled for virtual interviews due to the COVID-19 pandemic requiring social distancing, which were recorded digitally and analyzed. Face-to-face interviews are suitable for phenomenological research (Moser & Korstjens, 2018). Prior to the interview, the participants were asked to submit a timeline of their implementation detailing their process during the implementation of the SW-PBIS. The participants were also asked to share documents that were important to the implementation process, such as emails, meeting agendas, articles, etc.

Document Analysis

The first form of data collection was document analysis. Upon receiving informed consent, the participants were first asked to provide important documents to the implementation process. Documents have images and text that were developed without the researcher's intervention (Brown, 2009). Document analysis is designed to allow for a systemic review or

evaluation of documents (Brown, 2009). There are several types of documents that can be used for a systematic evaluation. Types of documents include, but are not limited to, agendas, minutes of meetings, books, and brochures, letters, memoranda, applications, etc. (Brown, 2009). The document analysis yielded samples of memos, emails, resources, agendas, and samples of their forward-facing school documents (Labuschagne, 2003). The intended prompt was as follows:

First and foremost, thank you for your willingness to participate in this study. As you think about your implementation process, you may have developed, utilized, or researched important documents to your implementation. In order to capture a more comprehensive picture of your experience, please share documents you feel were essential to this process. These can be agendas, brochures, letters, memos, program resources, etc. Feel free to reply to this email with scanned copies of 5-10 key documents highlighting your implementation experience. (Appendix F)

Timeline

Along with the documents, the participants were asked to develop an implementation timeline. The implementation timeline served as a guide to understand the implementation steps. The timeline also clarified the progression that each principal took to implement the SW-PBIS framework. Furthermore, this timeline allowed the researcher to identify the extent to which the principal had progressed through the implementation phases. The four phases of implementation served as a framework for the various principles and features at each stage of implementation (Center of PBIS, 2015). The timeline needed to reveal active schoolwide practicing of the principles, systemic details, and a process for improvement to be at the minimum phase, which is Stage 4: full implementation (Center on PBIS, 2015). In order to guide the principals' thought

process and to better frame their response, the principals were provided with a document which provided an overview of the implementation stages (Appendix D).

Interviews

Next, the participants were scheduled for a virtual interview. The interviews lasted approximately 60-90 minutes. Each interview was recorded with participant permission. Interviewing is a conversation that allows for the production of knowledge through the interaction of the interviewer and interviewee (Kvale, 2007). This phenomenological study aligned with Moustaka's approach (Creswell & Poth, 2018). Collecting data from individuals through in-depth interviews and asking questions that led to a textual and structural description of the experiences resulted in an understanding of the participants' common experiences (Creswell & Poth, 2018). Before starting the interview questions, the SW-PBIS was defined to ensure a shared understanding of the framework. The interviews were then recorded utilizing the Zoom platform for transcription and accuracy purposes.

The purpose of the interview was to gather information regarding the principals' experiences from the initiation of the SW-PBIS framework. Furthermore, this researcher sought to understand the relationship between behaviors and task behaviors. The interview questions (Appendix C) were as follows:

Table 1

Interview Questions

Category	Question(s)
Standardized Open-Ended	1. Please introduce yourself. What is your name?
Interview Questions	2. What is your educational background?

	<p>3. What are your professional experiences that led up to becoming a principal?</p> <p>4. Please share an overview of the school you lead.</p> <p>5. Please share an overview of the SW-PBIS framework for your school. In addition, do you feel there are any features of your framework that address cultural responsiveness and/or equity? If so, please describe.</p>
<p>Central Research Question 1: What are the experiences of elementary principals who implemented a SW-PBIS framework?</p>	<p>6. Describe your initial thoughts when you considered starting an SW-PBIS framework at your school.</p> <p>7. What did you tell your staff about implementing a SW-PBIS framework?</p> <p>8. Throughout your first year of implementation, what are things that you did to continue the process towards full implementation?</p> <p>9. Thinking about your role as principal, what specific areas of leadership were essential to implement SW-PBIS?</p> <p>10. What specific strategies did you use to implement SW-PBIS?</p> <p>11. What advice would you give a principal who is thinking about initiating this type of work?</p>

	12. How did you adjust your leadership style to address the needs of your team, during the implementation process?
	13. What mistakes, if any, did you make in the process and what did you do to address it?
Sub-Question 1: What situation or context prompted the principal to implement the SW-PBIS framework?	14. When you think about your first thoughts about initiating a Schoolwide-Positive Behavior Intervention and Support framework, why did you decide to start this work? Please describe.
Sub-Question 2: What are the relationship behaviors of elementary principals who implemented an SW-PBIS framework?	15. What steps did you take to ensure buy-in?
	16. What relationships were important during this process?
	17. What did you do to foster positive relationships?
	18. What type of communication was needed during implementation?
	19. How would you describe the level of interactions with your staff during this process?
Sub-Question 3: What are the task behaviors of elementary principals who implemented an SW-PBIS framework?	20. In what ways did you allow people to take more of an active role in making decisions?
	21. What roles did you assign your team prior to, and during, implementation?

	22. What were important tasks that needed to be completed during this process?
	23. How did you recognize and utilize the different abilities of your team?
Sub-Question 4: What factors influenced the relationship and task behaviors implemented?	24. As you think about your leadership choices, as it relates to relationships, what would say caused you to choose one approach over another? Please share some examples.
	25. As you think about leadership choices, as it relates to decisions on tasks, what would you say caused you to choose one approach over another? Please share some examples.

The research questions were derived from a review of the literature. Questions one through five were background questions which provided an opportunity to build rapport with the participant. It was necessary to build a positive relationship during an interview and an essential component of the interview (DiCicco & Crabtree, 2006). These questions also permitted the participants to share a general understanding of their school, themselves, and SW-PBIS framework.

Questions six through thirteen focused on understanding the experiences of principals when implementing an SW-PBIS framework. There is significant value in the school principal's work and involvement in the success of the implementation of an initiative. Furthermore, there is a significant relationship between the school principal's support in implementing school

programs and initiatives (Payne et al., 2006). The organizational factors maximize the effectiveness of school-based curricula (Ransford et al., 2009). Also, there is a significant implementation rate based on the principal's intervention (Rohrbach et al., 1993). Therefore, it was essential to pose questions that asked the participants to describe their implementation experiences.

Question fourteen focused on the situation that prompted implementation. Individuals have normative reasons for responding and acting (Mantel, 2018). The normative actions help to explain why those actions were performed (Mantel, 2018). This question was intended to capture the normative reasons of principals who decided to implement an SW-PBIS framework. Furthermore, normative roles, motivations, desires, and experiences are essential pieces for action (Smithies & Weiss, 2019). Since these features are necessary for acting, this question aimed to illustrate what those things were that caused the action step towards implementing the framework.

Questions fifteen to nineteen highlighted the relationship of the behaviors of elementary principals that implemented an SW-PBIS framework. SLT indicates relationship behaviors as one of the theory's components (Lunenburg & Ornstein, 2004). Having high relationship behaviors affects the school being able to impact school improvement (Rajbhandari et al., 2016). These behaviors allow the work environment to have greater agility because of the trust and respect created (Henkel et al., 2019). These questions are aimed at understanding what those relationship behaviors were during the implementation of the SW-PBIS framework. According to Hershey & Blanchard (1982), these behaviors lead to varying types of leadership choices, which makes it essential to understand the precursory relations-oriented behaviors.

Questions twenty and twenty-three focused on the task behaviors of elementary principals that implemented an SW-PBIS framework. Like the relationship behaviors, task-oriented behaviors also lead to school improvement (Rajbhandari et al., 2016). Even though these lead to similar results, task-oriented behaviors are more effective (Rajbhandari et al., 2016). These behaviors provide detail, direction, and a specific task for completion tasks (Henkel et al., 2019). These questions were intended to understand the tasks-behaviors that principals engaged in during implementation. There is a high value in these behaviors, so understanding them was necessary.

Questions twenty-four and twenty-five focused on the factors that influenced behavior and task behaviors. School leaders generally utilize a bounded rationality model towards decision making (Lunenburg, 2010). In this model, there are varying constraints, which causes a limited perspective to decide on an action step (Lunenburg, 2010). The questions were designed to understand the structure of those factors to identify which version of the bounded rationality model they utilized. However, these questions also helped to determine if the principal used a rational model versus the bounded rational model.

To ensure clarity of the questions, the researcher sought experts in the field to review the questions. After the IRB exemption, the researcher pilot-tested the interview questions with participants not in the study. The two experts were both current principals. In addition, both principals held Doctor of Education degrees. The pilot served to ensure the clarity of questions and wording. The pilot study's feedback was utilized to make notations to increase the instrumentation's reliability and validity. The feedback mainly centered around assumptions. The experts believed that some of the wording of the questions might make assumptions. For example, question 12 started by asking, "How did you adjust your leadership style?" The

feedback noted that this assumes that the leader had to adjust. They suggested a note be made following the question with, "if you had to make any, if not, feel free to say so." The second feedback was regarding questions six and fourteen. One of the experts noted that the participants might respond similarly to six and fourteen since the questions discuss initial thoughts. It was important to note the difference between the questions if the participants answered similarly to question fourteen as in question six.

Data Analysis

In this research, multiple data-collection methods and data sources were triangulated in order to validate the research findings (Gall et al., 2007). After the completion of the three instruments, a variety of data analyses were conducted. Initially, the submitted timelines and documents provided baseline data and extended the understanding of the phenomenon. The timelines were compared to the implementation stages to validate whether the self-reported principles aligned with the minimum requirement that the school is at a Stage 4: Full Implementation. The document analysis served to identify samples of memos, emails, resources, agendas, and samples of their forward-facing school documents, which were supporting examples of the initial themes (Labuschagne, 2003). The documents went through a first-pass document review to identify meaningful and relevant parts of the documents (Brown, 2009). This process allowed the opportunity to sort pertinent information and non-pertinent information (Corbin & Strauss, 2008). Discussed below, this step was followed by a more focused re-reading and review of the documents to uncover themes pertinent to the phenomenon (Brown, 2009).

Moustakas' (1994) approach to phenomenological analysis was followed. This process of analysis was through an intensive and repetitive reading of the entries with the aim of discovering common themes in the principals' entries. Seidel and Kelle (1995) noted that these

readings allow the researcher to discover meaning from these themes. Textual and structural descriptions were then developed and the phenomenon's essence was reported (Creswell & Poth, 2018). The document and timeline analysis were also involved in a coding process. The data was reviewed and analyzed; open coding took place to identify common themes. The data was sorted into categories and codes and then combined into themes (Creswell & Poth, 2018).

Subsequently, the interviews were analyzed. After the interviews were recorded and transcribed verbatim utilizing the Temi application, the interview transcripts were read to get a sense of the whole transcript and additional readings to divide the data into meaningful sections (Kleinman, 2004). Initially, horizontalization was used; interview transcripts were analyzed for significant statements and details that explained the participant experiences (Creswell & Poth, 2018).

The initial step in the analysis was the process of horizontalization. This process identified specific statements in the transcripts that provided information about the participant experiences; these were documented on a table to allow for a reading of the range of perspectives about the phenomenon (Moustakas, 1994). The next step in the analysis was to remove irrelevant and repeated or overlapping statements (Moustakas, 1994). The remaining statements were identified as significant. In order to develop meaningful sections and identify significant statements, memoing was utilized. Miles, Huberman, and Saldana (2014) note that memoing allows for sectioning the text and synthesis into higher-level meaning (Creswell & Poth, 2018). The interview data was then coded through an inductive approach to generate themes (Madison, 2011; Corbin & Strauss, 2007). The coding and memoing were conducted utilizing the Quirkos program. Coding is where topics are identified based on the presented data (Tesch, 1990). Afterward, the participant statements' clusters of meaning were developed into themes (Saldaña,

2008; Creswell & Poth, 2018). Open coding was utilized to identify common themes from the collected data. Open coding is a process where data is segmented into categories and codes and then combined into themes (Creswell & Poth, 2018).

Textual and structural descriptions of the statements were then developed and the essential invariant structure (or essence) of those experiences were reported (Creswell & Poth, 2018). Textual descriptions were considered from different perspectives, roles, and functions (Moustakas, 1994). This process led to the essential structures of the phenomenon (Moustakas, 1994). As a result of the analysis, a description of "what" was experienced in the text descriptions and "how" it was experienced was developed (Moustakas, 1994). This researcher went through the process of *intuitive integration*. In this process, the textual and structural descriptions were synthesized into a composite description, which was the essence of the experience (Moustakas, 1994). The different data sets were then analyzed. The analysis allowed for the identification of new patterns or similarities. This researcher searched for as many possible data points to support each of the identified themes; however, once the themes were saturated, and no new information was found to add to an understanding of that theme, sampling ceased (Creswell & Poth, 2018).

Trustworthiness

It is essential to establish a study's trustworthiness (Creswell & Poth, 2018). Lincoln and Guba (1985) discuss different methods including credibility, authenticity, transferability, dependability, and confirmability. This research aimed to establish trustworthiness through credibility, dependability and confirmability, and transferability.

Credibility

Triangulation was utilized to establish credibility. Credibility is an inquiry process that enhanced the probability that the research findings are viewed as credible (Lincoln & Guba, 1985). Patton (1999) noted that utilizing one method is more vulnerable to errors, and therefore indicates utilizing a combination of collection methods contributes to verification and validation of qualitative analysis. This study utilized three collection methods: document analysis, timelines, and interviews. Triangulation was achieved by utilizing the three data sources in order to generate common themes. Denzin (1989) also noted that looking at data from multiple perspectives mitigates the potential of seeing the data from one point of view (Fusch et al., 2018).

Dependability and Confirmability

Dependability and confirmability were achieved through an audit trail (Appendix G). Dependability allows the researcher to show that the findings are consistent and replicable (Lincoln & Guba, 1985). In addition, confirmability provides a degree of neutrality; where the findings are driven by the respondents and not researcher bias (Lincoln & Guba, 1985). Audit trails present an opportunity to ensure qualitative studies' quality (Akkerman et al., 2006). In order to establish trustworthiness, it was essential to audit the events of the researcher. In the audit trail process, the researcher maintained a log of all research activities, developed memos, and documented the data collection and analysis procedure (Carcary, 2009). The researcher maintained a Word document to log all research activities starting from receipt of the IRB exemption (Appendix G). In addition, the researcher utilized the Quirkos program to maintain memos of the various interview statements (Appendix G). Lastly, an Excel file was maintained to track categories, themes, timelines, and participant questions (Appendix G). Detailed

documentation allows for a reconstruction of the investigation to ensure dependability and confirmability. In the Appendix are examples of these six types of archival materials Lincoln and Guba (1982) noted need to be maintained: (1) raw data: including interview and observational notes, document records, (2) log of all methodological decisions, (3) log of all activities, (4) log of data analysis activity, (5) a reflective diary, and (6) a log of professional contacts who influenced the evaluation (pp. 10-11)

Transferability

Korstjens and Moser (2018) describe transferability as "the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents" (p. 121). The researcher facilitates the transferability judgment by a potential user through thick description" (p. 121). Lincoln and Guba (1985) also recommended a thick description of the phenomenon. Extensive details of the data collection experience were provided. An account of the descriptive data, such as the context, setting, sample, and interview procedures, was shared (Korstjens & Moser, 2018). The level of detail allows for transferability. A robust and detailed account of experiences during data collection included, but were not limited to, the research setting, the participants' interactions, and the social and cultural environments. Also, maximum variation sampling was utilized to increase transferability. Maximum variation sampling is the process of selecting cases that illustrate a range of variation in the phenomena being studied (Gall et al., 2007). To capture principals' experiences, principals were selected from different grade ranges (e.g., elementary, middle school, high school) and community settings (e.g., urban, suburban). This variation determined whether common themes, patterns, and outcomes cut across these variations.

Ethical Considerations

Several ethical issues in this research were considered. This study was entirely voluntary. The researcher also provided full disclosure for the study (Orb, Eisenhauer, & Wynaden, 2000). After being adequately informed about the research, obtaining consent allowed for voluntary participation (Arifin, 2018). This research was confidential in addition to being voluntary through informed consent. The participant anonymity and confidentiality were preserved by not revealing names and identity in the data collection, analysis, and reporting of the findings (Arifin, 2018). Furthermore, pseudonyms for participants and sites were utilized in this study. Also, computer data was password protected and will be stored for five years. The data will then be deleted, and the computer trash emptied.

Summary

The methodology of this phenomenological qualitative study utilized a document analysis, timeline entries, and interviews of principals who had implemented SW-PBIS frameworks at their schools. Participants were asked to share important documents regarding the implementation process and timeline entries before the virtual interviews. Afterward, the participants engaged in a virtual face-to-face interview with the researcher. After that, the data was triangulated for an in-depth analysis. The data went through horizontalization, memoing, coding, and themes were developed. The patterns and findings were then reported. These findings provided an understanding of the experiences of elementary principals who had implemented an SW-PBIS framework.

CHAPTER FOUR: FINDINGS

Overview

This phenomenological study aimed to understand the experiences of principals who had implemented SW-PBIS frameworks in New York State. In addition, this researcher sought to understand the varying leadership experiences which surrounded the implementation of the framework. The findings revealed themes that support the experiences of principals in New York State and served to inform implementation as it relates to the SW-PBIS framework. This study examined the experiences of principals in elementary, middle, and high schools, which implemented the framework. The schools were located in urban and suburban settings, and the socioeconomic statuses of these communities varied from low, middle, and high. Furthermore, these principals were appropriate for this study based on the participants' full implementation of the framework.

This chapter presents the findings regarding the experiences of principals who implemented SW-PBIS. The chapter includes the findings from 10 in-depth interviews, implementation timelines, and document analyses of principals and is organized by sections that include the participant characteristics, results in themes and subthemes, and outlier data and findings. Furthermore, the findings for each research question are presented. The various themes are supported by verbatim quotes relevant to the particular data point. Finally, the chapter concludes with a summary of the findings.

Participant interviews were recorded and transcribed using the Temi application. The interview transcripts were subsequently reviewed for accuracy and further edited for alignment to the original speakers' words. The interview transcripts were organized into separate digital folders along with the timelines and documents the participants had submitted. An Excel file was

created to track the participant responses to each question, the timeline alignment to the stages of implementation, and the categories and themes. Every step of this process in the audit trail was tracked. Each of the transcripts underwent an initial review to identify potential initial categories and themes. Then, the various data points review allowed this researcher to sort out the pertinent information (Corbin & Strauss, 2008).

Subsequently, the Quirkos software was used to code and memo the transcript data. The initial analysis revealed several potential codes and themes. Initially, the transcript data resulted in 1216 coded references and 78 sections. However, the resulting coded statements generated 43 categories. Five main themes were identified: building capacity, structure/system, evaluation, leadership behaviors, and leadership core values. Each coding category was added to each of the five themes.

Participants

The participants for this study included ten principals from ten schools in New York State. The principal participants were required to have had at least one year with the SW-PBIS framework and be the principal who initiated the implementation. The principal also had to self-identify as having reached the full implementation stage, which aligned to the implementation principles as developed by the Center on PBIS (2015). The submission of their implementation timelines further supported self-identification. The principals led schools ranging from less than 100 to slightly over 1,000 students. Four of the principals led middle schools, five were in elementary schools, and one was in a high school. The school setting was evenly split, 50% of the principals were in urban settings, and 50% were in suburban settings. The socioeconomic status of the schools also varied; 40% of the schools were considered low, 50% middle, and 10% high. Table 2 summarizes the participant characteristics.

Table 2*Principal Participants*

Principal Participant	Ethnicity	Number of Students	School Setting	School Level	School Socioeconomic Status
Amy	African American	<100	Urban	Middle	Low
Betty	White	301-400	Urban	Middle	Low
Craig	White	401-500	Suburban	Elementary	High
Daniel	White	401-500	Suburban	Elementary	Middle
Eve	White	501-600	Urban	Elementary	Low
Fred	Hispanic	>1,000	Suburban	High	Middle
Greg	White	901-1000	Suburban	Middle	Middle
Hilary	Asian	401-500	Urban	Elementary	Middle
Isis	African American	301-400	Urban	Middle	Low
Janet	White	301-400	Suburban	Elementary	Middle

Results

The purpose of this phenomenological study was to describe the experiences of principals who implemented an SW-PBIS framework. The research utilized three different methods of collecting data. The principals were asked to provide a timeline of implementation, submit implementation documents, and participate in an interview. Before analysis, the process of

bracketing was used, also known as *epoche*, in order to set aside personal experiences (Appendix E) to allow for a fresh perspective (Moustakas, 1994). Initially, the documents went through a first-pass document review to identify meaningful and relevant parts (Brown, 2009). The process allowed an initial opportunity to sort pertinent and non-pertinent information.

Furthermore, Moustakas' (1994) approach to phenomenological analysis was followed. This researcher started by doing an initial read of the transcripts, and then loaded them into the Quirkos program to engage in the process of horizontalization. The multiple readings allowed identification of specific statements in the transcripts that provided information about the various experiences and the range of experiences (Moustakas, 1994). Throughout the reading, this researcher continued to memo notes for the various participant statements. Then irrelevant and repeated/overlapping statements were removed; the remaining statements were identified as significant. After this process, the interview data were categorized and then further coded. The participant statements' clusters of meaning were developed into themes (Saldana, 2008; Creswell & Poth, 2018). Textural and structural descriptions of the participant statements were then developed. This researcher engaged in the process of intuitive integration, where the textual and structural descriptions were synthesized into a composite description, which was the essence of the experience (Moustaskas, 1994).

The interview transcripts, timelines, and document submission data revealed a broad range of leadership experiences. The 43 coded categories were narrowed down to five key themes: (a) building capacity, (b) structure/system, (c) evaluation, (d) leadership behaviors, and (e) leadership core values. The five primary themes were generated from 979 references coded. Building capacity generated the highest number of coded references at 363, the evaluation had 226, structure/system had 205, leadership behavior had 185, and then leadership core values had

43. The various coded categories also revealed the key features that occur at each stage of implementation and those components that exist at multiple stages of implementation. The various practices and experiences were found to exist in the four stages of implementation: exploration, installation, initial implementation, and full implementation (Center on PBIS, 2015).

Theme Development

Five main themes were identified as a result of the data analysis of the interview transcripts, timeline review, timeline review, and document review (see Table 3).

Table 3

Summary of the Theme Development

Theme	Sub-themes	Clusters of Meaning
Building Capacity	Building Relationships	<ul style="list-style-type: none"> • Trust factor/support • Empowerment • Allowing for discovery • Letting go
	Building Teams	<ul style="list-style-type: none"> • Recognize and utilize abilities • Growing a team • Recognition of staff
	Time/Resources	<ul style="list-style-type: none"> • Professional development
Structures/Systems	Vision	<ul style="list-style-type: none"> • Core values/expectations
	Practicalities	<ul style="list-style-type: none"> • Starting point • Lesson development • Practice it • Reteaching • Incentives
	Communication	<ul style="list-style-type: none"> • Branding
Evaluation	Decision Point	<ul style="list-style-type: none"> • Active observation • Seeking a solution
		<ul style="list-style-type: none"> • Critical conversations

	Systems/Data Analysis	<ul style="list-style-type: none"> • Gathering feedback • Asking critical questions • Changing practice/norms
Leadership Behaviors	Patience	<ul style="list-style-type: none"> • Self-reflection • Listening • Not rushing decisions
	Transparency	<ul style="list-style-type: none"> • Ownership
Leadership	Passion	<ul style="list-style-type: none"> • Connection • Relationships • Culture
Core Values	Pursue Change	<ul style="list-style-type: none"> • Change for positive results • Desire
	Intentionality	<ul style="list-style-type: none"> • Intentional in decisions

The subsequent sections present the findings regarding the experiences of principals who implemented SW-PBIS through the lens of the themes and subthemes revealed as a result of the data analysis. The themes and subthemes include the findings from the 10 in-depth interviews, implementation timelines, and document analyses of principals. Lastly, the sections include verbatim quotes to support and exemplify the themes and subthemes; each section includes a figure that provides a visual understanding of the relationships found within the theme.

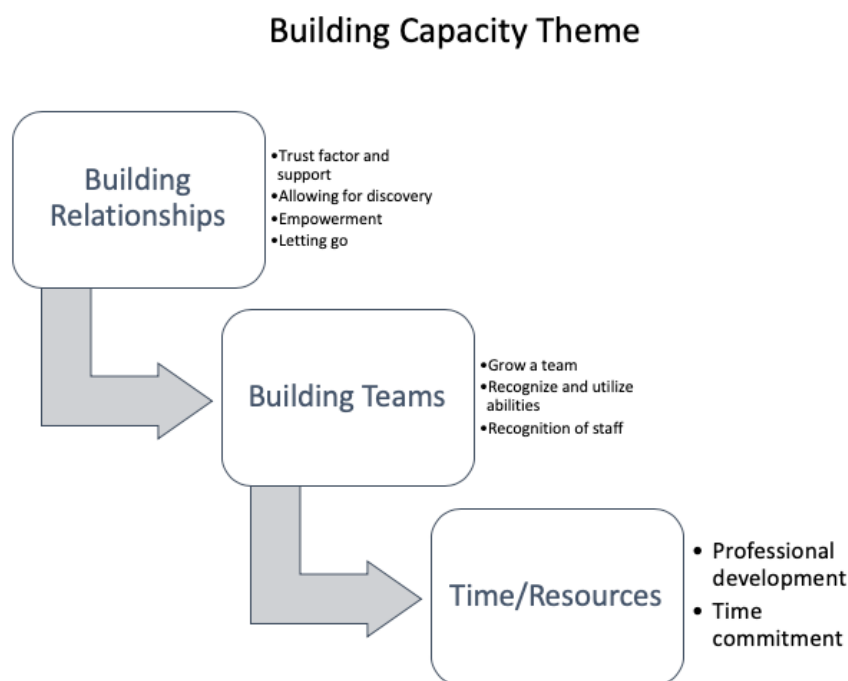
Theme 1: Building Capacity

A salient theme that appeared was building capacity. In addition, three sub-themes were discovered in the analysis: building relationships, building teams, and time/resources, all of which are vital elements to build the capacity of the principals' stakeholders. This theme generally exists in the exploration and installation stages of the four stages of implementation (Center on PBIS, 2015). Principals initially built relationships, which provided an entry to

building teams, and then they were then able to consider the needed time and resources. Figure 1 illustrates this pathway for the building capacity theme.

Figure 1

Building Capacity Theme Pathway



Principals spoke heavily about the importance of building the capacity of their staff. Amy shared what she did to build the capacity of her team; she noted, "Another thing we did during (pause) at the end of year two, we did a big training. We closed down. I think we did a half day. We pulled in all the unit staff and a did a training with the unit staff." However, it was evident that building capacity was multilayered; it involved building relationships, building teams, and providing time/resources. Under the umbrella of building capacity, building relationships was referenced 195 times, building teams had 122, and time/resources had 37 references.

Building Relationships

Aside from simply providing training to their staff, it was clear that relationship building was foundational. Craig shared how he built those relationships at the start of his principalship:

So when I first got there, it was all about, getting to know every single person top to bottom, left to right. From the security guard standing at the back of the parking lot to the food service workers to the lunch monitors. I sat with every single person one-on-one for a 10-15 minute quick chat to find out everything I could about that building.

In order to achieve this, the principals did note the importance of building trust. Greg shared the following about trust:

It really helped to build and foster solid relationships with our parents and the faculty...I try and get into their rooms as often as possible. This way they don't believe that if I come into their classroom, they feel on guard or that I'm trying to catch them in something. But I'd like to think they feel comfortable with me popping into their room and trusting my intentions.

The majority of principals did agree, however, that an essential part of those relationships was empowerment. When discussing the training for her team, Eve shared how she empowered her team:

Just making sure that more people were involved in a collaborative process, but as we stepped away from like, I didn't make all the decisions. The team was making the decisions, and the team was sending emails to the staff and getting staff excited and organizing them. So it wasn't all coming from me.

An element that reinforced the trust process, which five of the principals noted, was allowing their teams room to discover. Janet talked about her decision to step back to allow for such

discovery: "And one thing that I would like to see is, again, I keep on telling them it's their building, I'm just driving the ship, getting them to take ownership." However, all of the principals shared about the importance of letting go of their own desires, which served to empower, build their team's trust, and allow for discovery. Isis discussed having to let go of what she initially thought of and allowing for the ideas of others to take the lead:

They did need that, like that kind of thing was, is more important probably than most. So I think it is like, you know, you have to get out of your own way. Once you start, it's going to evolve and it's going to look different than you thought.

Building Teams

All of the principals agreed that team building was essential. The majority of principals noted the importance of growing the teams organically. As a result, the teams grew and were adapted throughout the implementation stages. When asked about the involvement of his teams, Daniel noted the following: "I think people stepped up in different ways. Some people were just really good at talking at a faculty meeting or good at gathering their colleagues on their grade level to work on the role-lays for the kickoff." However, all of the principals did agree that an essential aspect of growing a team is to know the staff, to allow them to recognize and utilize the different abilities.

Regarding this, Amy shared,

She was creative. You walked into a classroom; it was pretty, you know, she was always decorating. You looked at her bulletin boards, and they were always immaculate. She always had a vision of how to create things. So she was the person that I would tap when we had to do an event.

Five of the principals did add that they felt it was important to recognize the staff in this process of building teams. When asked about how he allowed for staff to take more ownership, he added what he did to recognize the staff: "...but it was all coming from the voices of the staff. One of them (pause) every single faculty meeting I had a kudos corner...it became part of our DNA." Amy also encouraged greater ownership by giving lead roles to her teachers in an opening assembly (see Appendix H).

Time/Resources

Even though it was the least coded, nine of the principals still shared something regarding the importance of allowing time for this work and providing resources. The primary resource discussed was in the form of professional development. Hilary shared the following, "Because we were a new school, we were onboarding new teachers every year, and with the new teachers, it was a mandated training of a week, or two even." She then added, "But I think something to think about, though, is the retraining of teachers and continuous training." In addition to the professional development, the majority of the principals emphasized understanding that there was a time commitment needed to do this work. Daniel noted, "Like this was intense training, you know, and now you're taking a team, I think at times we took 12 to 14 people out of the building and we're training at one shot, for multiple days."

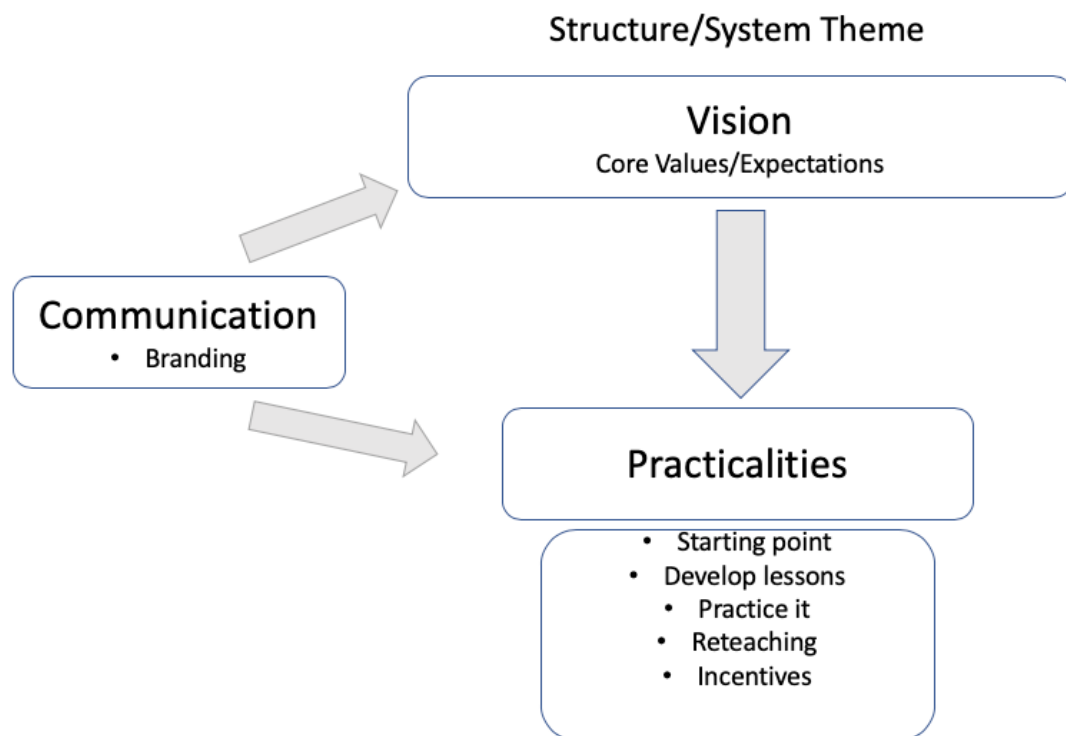
Theme 2: Structure/System

A central theme that appeared was structure/system. In addition, three sub-themes were discovered in the analysis, vision, practicalities, and communication. Principals noted that vision, practicalities, and communication were essential elements for the overall structure and system. This theme generally exists in the installation and initial implementation stages of the four stages of implementation (Center on PBIS, 2015). The vision is more noticeable in the installation stage

as principals cast their vision. However, the principals revealed that the practicalities were part of the installation stage; it was also necessary for the initial implementation stage. In both stages, communication was a necessary component. Figure 3 illustrates this pathway for the structure/system theme.

Figure 2

Structure/System Theme Pathway



Principals also agreed on various structures and systems that were important to the implementation. The principals shared the fundamentals involved in the implementation process, such as teaching the expectations, establishing vision, and the importance of communication. For example, Daniel shared the importance of vision:

The data and the organizational piece and having systems in place are all important. But I really feel like they are secondary, you know, that first piece is, does PBIS or that type of thinking match your vision and your philosophy of education.

The components of structures and systems were evidenced in three categories; vision was referenced 59 times, the practical components of implementation had 73, and communication had 59 references.

Vision

The majority of principals highlighted the importance of having a vision. The idea of aligning the work to their vision was conveyed by Daniel when he stated, "I would say one, you know, you have to be able to have a vision. You know, as a leader, you want to make sure you have some type of vision and does this fit into your vision." The principals went further by noting the value of continuously returning to the vision. It was not enough to have a vision; the idea of revisiting it was necessary, which can be seen when Isis stated, "I mean one was continuing to go back to the vision and really, our adults and children because that's where it begins for us...I believe our expectations are a solid vision." However, Isis added that it was essential to trust the vision in which the work is grounded, even when things are not going well. She shared, "Even when you're figuring it out, and you're making mistakes, you just have to be confident in what you know and what you're choosing to do and then really trusting yourself and your vision."

An element of vision that the principals spoke about was regarding establishing core values and expectations. The idea of core values was revealed in two ways. One, principals spoke about their decisions that were initiated because of their core values. Betty believed that hiring staff who aligned to the school was essential to her; as a result, she indicated,

I was very blunt with our interviewees about what my expectations were, if they were going to be chosen to be part of our team, one of the questions flat out was like, why should I pick you to work in a school that I am devoting my life to turn around?

Second, principals discussed the creation of shared core values. Figure 3 represents examples of those core values from Amy. Isis noted the following, "And that we created from year one. So our core values are resilience, empathy, accountability, and leadership." Most of the principals did go further and discuss the value of having clarity in the expectations. When asked about the implementation process, Daniel stated, "I would say, I do remember that I think we spent almost a year really getting trained and planning for the kickoff, and spent about a year coming up with our expectations." The expectations were also revealed in the creation of a school behavior matrix. Figure 4 represents an example of the matrix from Fred. Most of the school teams developed behavior matrices to convey those expectations. Hilary shared about this process of developing a matrix; however, she drilled down a bit further to note the importance of aligning to the vision:

In the beginning, I think, it was kind of sitting together and thinking about the matrix itself, like what are the expected behaviors, you know. I guess, expectations, behavior expectations, and why and how is that aligned to the mission and vision?

Figure 3

Sample core values from Amy

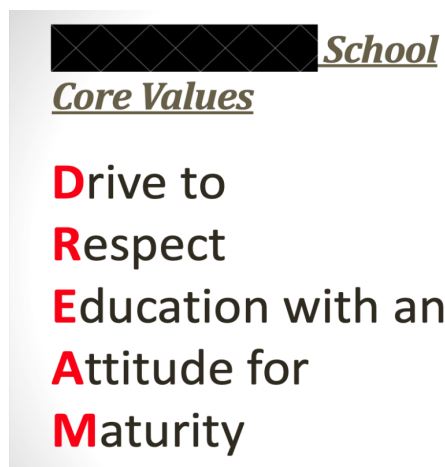


Figure 4

Sample matrix from Fred

PBIS [REDACTED] - **PRIDE IN YOURSELF, OTHERS & OUR SCHOOL**

	Hallway/Stairway	Cafes/Parking Lot	Bathroom	Classroom	All Settings
I am...	I will...	I will...	I will...	I will...	I will...
P repared	<input type="checkbox"/> Proceed directly to my destination <input type="checkbox"/> Have my pass visible for adults to see	<input type="checkbox"/> Have my school ID or money ready <input type="checkbox"/> Bring any belongings needed with me	<input type="checkbox"/> Use the bathroom pass from my class when given permission	<input type="checkbox"/> Arrive to class on time <input type="checkbox"/> Bring necessary materials <input type="checkbox"/> Be in my seat by the second bell	<input type="checkbox"/> Limit cell phone use to cafeteria ONLY <input type="checkbox"/> Limit earbud use to cafeteria ONLY
R espectful	<input type="checkbox"/> Talk quietly <input type="checkbox"/> Maintain personal space <input type="checkbox"/> Be courteous	<input type="checkbox"/> Follow adult directives the first time given <input type="checkbox"/> Use polite language with cafeteria staff	<input type="checkbox"/> Give people privacy <input type="checkbox"/> Use a quiet voice	<input type="checkbox"/> Follow instructions the first time given <input type="checkbox"/> Return materials/supplies to their proper places	<input type="checkbox"/> Respond appropriately to adult directives <input type="checkbox"/> Use appropriate language
I nvolvement	<input type="checkbox"/> Encourage my peers to arrive on time <input type="checkbox"/> Assist anyone in need	<input type="checkbox"/> Report bullying or harmful behavior <input type="checkbox"/> Reach out to students to better know them	<input type="checkbox"/> Clean up after myself <input type="checkbox"/> Use proper hygiene	<input type="checkbox"/> Actively listen/participate in all classroom activities <input type="checkbox"/> Complete assignments <input type="checkbox"/> Help promote positivity	<input type="checkbox"/> "See something, say something" <input type="checkbox"/> Represent my school with dignity and respect
D iligent	<input type="checkbox"/> Maintain the flow of traffic <input type="checkbox"/> Walk with purpose <input type="checkbox"/> Stay to the right	<input type="checkbox"/> Clean up my area <input type="checkbox"/> Be mindful of bell schedule <input type="checkbox"/> Check that I have all my belongings with me	<input type="checkbox"/> Return promptly back to class with pass	<input type="checkbox"/> Always give my BEST effort <input type="checkbox"/> Be mindful of personal and school property <input type="checkbox"/> Clean-up properly	<input type="checkbox"/> Interact with others in a positive manner; i.e., all staff and faculty (substitutes, office staff, security custodians)

Practicalities

All of the principals discussed various components of the structure and system embedded in the implementation of the framework. However, there were several shared features of the structure and system. The principals agreed that having a starting point, developing lessons, practicing those lessons, reteaching the concepts, and branding was essential. Most of the principals agreed that starting with a particular framework component was a way to get started. Amy talked about having a conversation with her team about how to get started, "Let's target a behavior, which behavior do we want to target? Let's target a time...Let's put everybody in a spot, let's alternate start times." For Eve, she started this conversation by discussing location first, however, with the same intention, "So like for example, a lot of things were unnecessarily happening in the cafeteria and the gym."

Developing lessons that provided explicit instruction of the behavioral expectations was noted by the majority of the principals. Amy stated, "And from there, it was creating lesson plans to explicitly teach different portions of DREAM (behavior expectation matrix)." Fred also shared, "Every year, our first two days of instruction are all PRIDE lessons on every period. So every kid gets the same instruction." In addition to developing the lessons, most principals indicated that it was essential to practice the lessons. Hilary, for example, talked about practicing through role-play:

And so in the assembly itself, there was role play, acting out different kinds of things, so that they can see in this situation how the teacher acts in this way...And then involve the kids to do role plays within that.

Betty further shared a combination of teaching the lessons, which were followed by monthly assemblies based on the tenets, "Then we started teaching into it with the kids, with the parents,

with the teachers, that was where we started. We would focus monthly on one of the tenets each month, and then we would have an assembly." However, four of the principals did believe that it was essential to reteach the expectations. Daniel explained, "But we had to keep doing boosters at that point to remind people that, even though the children are following these expectations, keep reminding them." Lastly, most of the principals also shared that their systems did include some form of incentives. Isis mentioned the creation of school bucks to reward students, "Since we are DEF school, the school bucks had our school colors, and the social worker made them. He made this original, and they're the size of a dollar". Figure 5 is a sample of the incentives from Betty. However, every principal who shared their incentives talked about having to review their incentive system and adjust. Eve discussed initially starting with a ticket system; however, she adjusted because in her vision, she wanted students to internalize the behaviors, not simply because of the tickets. She stated,

A ticket system is not going to permanently work for them and need a lot more. And so we felt that while it shifted a lot of, a good amount of things, it was good, but it didn't ultimately get us to where we wanted.

Figure 5

Sample of incentives from Betty's team



Communication

The majority of principals were explicit as it related to communication. Daniel explained, The communication was incredibly important because you have a lot of staff. While we did, which I think was really helpful, was we eventually realized that we need to have some people who connect at every grade level...We also had morning announcements.

So, in the morning there was also a piece of PBIS that done through announcements.

Fred also shared, "So I sent periodic emails to the entire staff, I would do weekly updates to my staff. I do a weekly calendar every Friday."

The principals did express a shared avenue for communication, which was through branding. The majority of principals believed that it was essential to brand this work around the building, to make it visible. Betty shared her experience with branding:

There were four tenets of PBIS that we were focusing on. So, it was safety, tolerance, respect, and responsibility. The first thing we did was think about, what does respect in the cafeteria look like? And we would make that, and we blew them up, and had them all over the cafeteria.

Craig also shared,

First year, what I did was ask my art teacher, can we actually draw the bridge (CARE bridge from their behavior matrix), on a bulletin board, but I want you to leave all the bricks open. So, every time students did the right thing...the bricks went into the bucket. And then we took pictures in front, and now this bridge, which was a complete outline in a stencil, is now filling up with the bricks.

Figure 6 represents a sample of the branding done by Hilary.

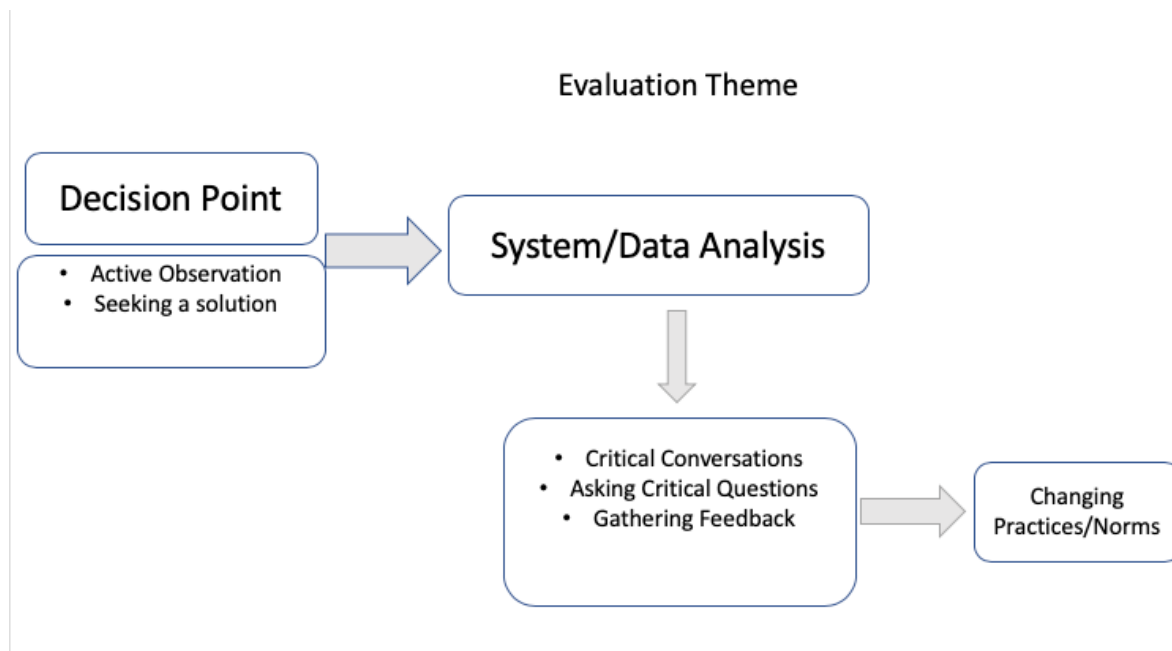
Figure 6

Sample of the branding in Hilary's school



Theme 3: Evaluation

The third notable theme identified was evaluation. In addition, two sub-themes were evident in the analysis, decision point, and system/data analysis. First, principals noted that a decision point and system/data analysis were foundational features concerning evaluation. Second, the principals noted that evaluation is fluid, as it occurs throughout the four stages of implementation (Center on PBIS, 2015). One caveat to evaluation is that the decision point is evaluative; according to the principals, it occurs at the start of the implementation stages. The system and data analysis take place at any point in the process and occur multiple times. Figure 7 illustrates this pathway for the evaluation theme.

Figure 7*Evaluation Theme Pathway*

Every principal, at some point, highlighted the value of evaluation. The evaluation took many different forms; however, the two overarching ideas were evaluated at the initial decision point to commit to implementation and a continuous process of analyzing systems and data. For example, Isis talked about informally evaluating her school system and realizing a need. She noted,

I spend a lot of time with students were off culture and like, how do you also acknowledge and reward those students who are doing what they're supposed to do, which are the majority of the students most of the time, but also providing something for those who aren't doing that?

The second form of evaluation revolved around a continuous process of analysis. For example, Amy indicated,

So if you are already a principal and that's already your school, your school is established, look at the data, into your data and figure out what is the thing you want to change, or even look at the data with your staff and ask them, what is the thing they want to change?

Regarding evaluation, the decision point was referenced 33 times, and the system/data analysis had 187 references.

Decision Point

The majority of principals shared the context that caused them to decide to implement the SW-PBIS framework. This decision point was evidenced in two ways. Either the principal took an active position to observe the environment, which led to him or her recognizing the need; however, some of the principals discussed seeking a solution because of a more immediate need. For example, Amy indicated that she started by deciding to observe, "And they had a point system. So I was like, you know, what I know from my administrative degree is don't jump in and change things right away, observe. So that's what I did." However, Betty noticed immediate needs, which caused her to seek a solution,

When I got here, there really was no set academic curriculum, there was no, discipline code that they were following, even though the city had a discipline code. Everything seemed, shouldn't say seemed, everything was pretty much reactive and punitive.

Systems/Data Analysis

After deciding to implement the framework, every principal shared, at multiple points, the need to constantly evaluate their systems and data. All of the principals agreed that evaluating the system and data was a necessary action that should take place at multiple stages. Every principal noted the importance of engaging in critical conversations, asking critical questions and

gathering feedback. Principals felt strongly about making sure to have critical conversations; Isis talked about the importance of critical conversations regarding expectations, "So it was always a continued conversation to this day. Either you are with it or no, what can I say, this is what it looks like, this is what we do." Daniel also shared the importance of having teachers engage in critical conversations with students, "Instead of making snap judgments, try to have those conversations." In addition, all of the principals indicated that including critical questions in the conversations was integral. For example, Janet would meet with her team and ask, "What is going well and what do we need to do better?"

The principle of gathering feedback was shared in multiple points in the interviews. Every principal utilized the gathering of feedback for a variety of reasons. It was essential for principals to gather feedback from their teams and staff. Figure 8 is a sample of teacher ideas that were gathered by Craig's team. When asked about the initial implementation, Craig noted,

So I went to the faculty meeting, and I put chart paper up on the wall. It was blank. All I said was, who are we? What are we doing? So now I throw out markers, people walking around at different spots in the library, and we're writing the things we felt that we are, our goals, our values as a staff.

Fred created a committee specifically for feedback:

Let people talk about it, we have a faculty advisory committee here that meets once a month. It's a safe space for teachers to come in and vent, talk about stuff, or say, Fred, you're crazy. And we talk about it; we debate it out.

In response to the different forms of evaluation, there was generally a change in practice/norms. Fred shared the changes he made to the In-School Suspension (ISS) room:

Our ISS room they created, we said, they should have lessons. There should be some (lessons), they should do work besides their classroom work. So we created a Google Form, like a student reflection. And it caused kids to open up. And so I'm at the point now where I'm trying to develop what we do for kids who do in fact get suspended.

Figure 8

Sample of feedback gathering from Craig's teachers

IDEAS FOR THE LAUNCH

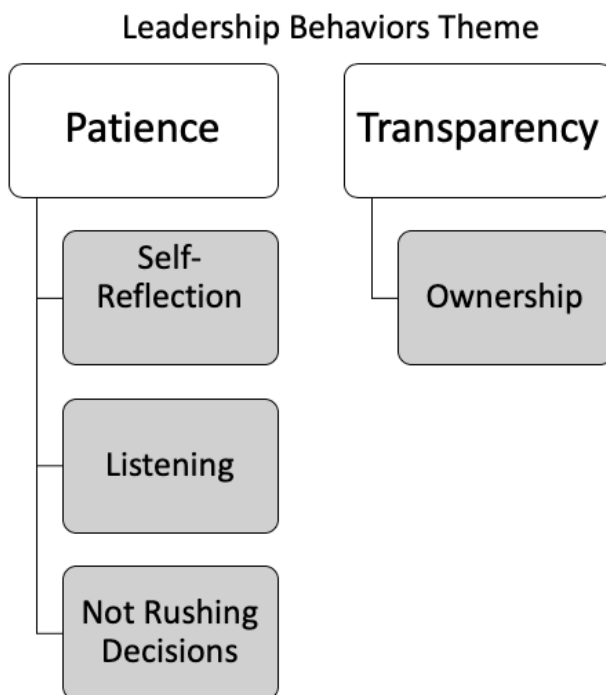
- Make a connection to the students through literature in the classroom
- Have the students talk about what bridge building means to them
- Let this spark ideas / language to integrate into our assembly
- Assembly possibly by grade level or whole school
- Unveiling of the bridge at the assembly
- Give out the t shirt? Before the assembly so that the students can wear them to the assembly?

Theme 4: Leadership Behaviors

The fourth theme that was identified was leadership behaviors. In addition, two sub-themes were discovered in the analysis—patience, and transparency. The principals noted that patience and transparency were essential leadership behaviors. This theme and sub-themes are behaviors true of the principal that were necessary throughout the four stages of implementation (Center on PBIS, 2015). Figure 9 illustrates the overview of the leadership behaviors theme.

Figure 9

Overview of the leadership behaviors theme



Aside from the various task and logistical features of implementation, all principals shared essential leadership behaviors. Every principal had his or her respective ideas about which leadership behaviors were important. However, most principals agreed that patience and transparency were the two primary leadership behaviors needed throughout this process. For example, Fred stated,

My advice is it's a slow roll. You have to be patient. And like I said, I'm in my, I just finished my sixth year here. I feel like I'm just starting to get more with this. And it's really starting to work, six years.

Regarding leadership behaviors, patience was referenced 37 times, and transparency had 20 references.

Patience

The majority of the principals agreed that patience was a vital aspect of this process. The principals shared that due to the nature of schools to endure and see this implementation through, patience was necessary. Greg noted,

I think patience. You know, people don't acclimate quickly to change, and so you have to be long, long-term and slow. Schools are not quick to make a change. People are very used to what they're used to. And so when you start to make those significant changes to processes, there's sometimes there's pushback.

Betty affirmed this when she stated,

I think definitely just flexibility and patience. I'm sure you've heard the saying before, but like fail fast and fail forward. Try something out; if it doesn't work, don't sweat it, move on, try something else and make sure your staff knows it's ok if something goes awry.

Some of the principals were a bit more explicit and articulated the importance of not rushing decisions. Eve shared what she had done in this process: "I want to say two and a half years ago that we were doing a better job chunking the work in two-month increments and really fleshing out the look for us operationally."

When the principals spoke about patience, an aspect of patience that was revealed was the need for self-reflection. After being asked about mistakes, Greg noted, "I've made a ton of them, in my early years as a principal and sort of just pushing these things blindly through, instead of including people and getting that buy-in slowly rather than shove things down people's throats." Greg shared the importance of that self-reflection which allowed him to note the need for

patience; however, it also highlighted the need to listen. Listening was a part of patience that some of the principals also agreed with. Amy shared, "So sometimes I'm talking it out. Like, I have a team, right? I said, so I sit down with my team and I listened to them."

Transparency

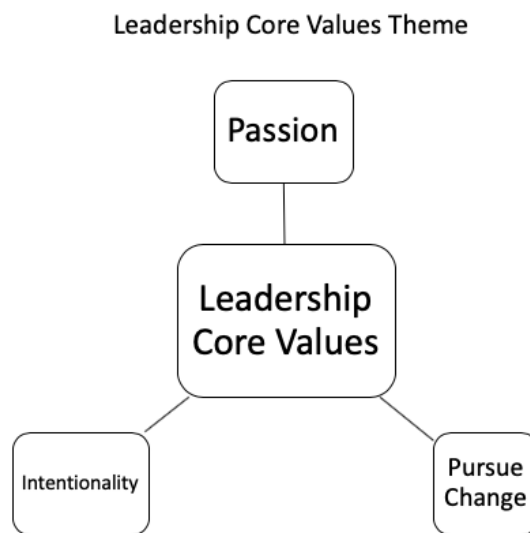
Most of the principals felt it was essential to be transparent with their staff and community. The principals conveyed the importance of transparency by giving examples of their messages to families, the staff, their reporting of new information, etc. For example, Fred noted that it was essential to be transparent even when he felt he made the wrong decision. He shared, "So a couple of things, first and foremost, you have to own your decisions. And when your decisions don't work out. You have to own that too and be transparent about it." Hilary also expressed the need to be transparent with the families about the PBIS work they were doing, "After the assembly, I sent out a letter saying that this assembly happened, and these are like some resources, so they understand what's happening." Along the same thread of transparency, some of the principals did share that an element of transparency is taking ownership. Fred articulated this when he said, "Then I'm sharing statistics with staff. I think it's important. I would show every quarter, at the end of the quarter, my suspension data, and failure data with staff."

Theme 5: Leadership Core Values

The fifth important theme that was revealed was leadership behaviors. In addition, three sub-themes were discovered in the analysis, passion, pursue change, and intentionality. The principals indicated that passion, pursuing change, and intentionality were shared core values. This theme and sub-themes are core values shared among the participants prior to implementation. Figure 10 illustrates the overview of the leadership core values theme.

Figure 10

Overview of the leadership core values



The initial standardized open-ended questions identified core values which revealed an alignment between participants. The majority of the principals identified three core values as they spoke about themselves, their journey to principalship, and their schools. The total number of references that were generated from these standardized open-ended questions were 78. However, core values had 43 of those references, while the remaining additional characteristics had 35 references. Passion had 20 references, pursue change had 13 references, and intentionality had 10 references.

Passion

Principals revealed the importance of having passion as they spoke about their journey to the principalship, educational background, and school overview. All of the principals revealed passions that were important to them in their examples. For example, Craig noted the importance of building relationships and school culture:

And now, they're going through the third principal, and I came in, and my number one goal was to build relationships. And to get to understand the culture that is ABC elementary school. And I know that everyone uses the word culture quite a bit, you know, us as building leaders, but it really meant something at ABC elementary school.

In addition, Fred discussed the importance of connecting, "But yes, I like it especially here at the school, it's like, you know, I have 1,100 kids in the building, 200 staff, and I get to interact and meet new people on a daily basis almost."

Pursue Change

Principals also agreed that pursuing change was a significant core value. Eight out of the ten participants each shared examples of their pursuit for change. The pursuit for change was evidenced when they spoke proudly about when pursuing change led to a positive result. When asked about her journey, Isis shared her story about opening a new school. However, instead of sharing the steps to opening a new school, she highlighted why this was important to her, which was to see change: "Charles and I had started a youth program together...we did a lot of youth programming for a couple of years. You know, we could see all the flaws that were missing...And we started planning for our dream school." For some of the principals, they were explicit in sharing their desire to see change. For example, when asked about what led him to become a principal, Greg reported, "That's an interesting question, one that

I ask myself quite often, you know, it was really opportunities that presented themselves and a desire to make and implement a positive change."

Intentionality

Six out of the ten principals agreed that intentionality was essential to them. It was evident that being a person who was intentional in his or her decision-making, actions, and thought process was important to the principals. The principals devoted time to share examples of themselves which highlighted examples where they were intentional. The principals each shared examples of moments of intentionality in their journey. Janet spoke about her journey to become a principal, where her decision to pursue educational leadership was intentional. Janet shared:

What led me to a leadership role was that I was a grade team leader and we were doing data driven instruction. When I was one of the (pause) that was one of my goals as a grade team leader. And we are sitting in a first-grade meeting and, you know, in my mind you're in first grade, you're learning how to read that is a goal of that grade level. And one of my colleagues turned to me and goes, I'm not going to do reading workshop today. I'm only going to do it twice a week. And that set off alarms to me because her data was not showing growth.

Eve, when sharing about her school, discussed an example of her being intentional to start a program in her school in response to a need. She stated, "We have a dual language program that we started maybe seven years ago...at the time we had a lot of families that identified as Hispanic, that were also children that were English Language Learners."

Outlier Data and Findings

The data revealed various key points which supported an understanding of the experiences of principals during implementation; however, there were two unexpected outlier findings. The first outlier finding is that some of the principals indicated the importance of a focus on instruction. In addition, most of the principals discussed the inclusion of incentives; however, the majority of those principals also noted that their initial incentive system was ineffective.

Focus on Instruction

The focus of the interview questions and submission requests to the principals were centered on the SW-PBIS framework, yet more than half of the principals discussed the importance of having a focus on instruction. The principals felt that a foundational element needed to effectively implement PBIS was good instruction. For example, Betty shared that aside from PBIS professional development, she also had her teachers trained on curriculum:

And, you know, we brought in teachers college because we didn't have a reading and writing curriculum and we had to get a math curriculum. And I mean, it was a ton of work, but it definitely made a difference.

Craig also shared that he not only focused on the SW-PBIS work, but that he also invested time in co-teaching curriculum content with teachers: "In my first year, I co-taught with them on about 30 lessons. I'd watch them do a lesson and come back and do it with them." The principals shared that a lack of quality teaching negatively impacted their ability to implement PBIS. Eve noted that the teaching aspect was an issue, "Part of it was because the teaching was subpar. I was stepping into a school that had no cohesion instructionally, subpar teachers, subpar teaching."

Ineffective Incentive Systems

Another unexpected finding was that the initial incentive systems were often reported as ineffective. The well-intentioned systems were either not sustainable or lacked the substance that would allow students to internalize the positive behaviors. Eve shared that in her experience, the incentive system needed additional layers to allow students to move beyond compliance but more towards a commitment because of internal belief and agreement with the system. Eve indicated,

It can become about the prize reward systems and not about being a good community member. When it's about a prize system and it's about compliance behaviors, teachers won't shift the teaching practices. A ticket system is not going to permanently work for them and need a lot more.

Hilary also shared her challenges,

I think one of the difficulties was not sustaining the PBIS in the school but sustaining the system for prizes and those logistical systems. We had to keep coming back to the drawing board as a team to think about it. And I guess we're still evolving in that area.

Research Question Responses

This study was informed by one central research question and four guiding questions. In this section, the central response is described from the 10 in-depth interviews of school principals for each of the questions. In addition, evidence supporting the responses were included in these summative responses. Specifically, the following sections provide narrative answers to the research questions which were examined in this study. In addition, the responses integrate the themes which were developed in the previous sections. Lastly, the various narratives include supporting participant quotes.

Central Research Question

What are the experiences of elementary principals who implemented an SW-PBIS framework? The participants' perspective is that implementing SW-PBIS is a dynamic process. The three key themes that develop this question are building capacity, structure/system, and evaluation. It is important to note that none of the principals mapped out a formal implementation plan. Instead, the participants decided to enter this journey based on their circumstances and then adjusted their rollout in response to the needs of their school community (evaluation theme). Also, before developing their structures and systems, principals revealed the importance of establishing a foundation in their relationships and teams (building capacity). These foundations were then able to reinforce their ability to develop and implement features specific to their school community (structures/systems theme). The experiences aligned thematically; however, the details were specific to their unique needs. Craig said,

I think that is kind of where you had to be, fluid. And you knew you had to be flexible.

You had to be fluid. And you had to understand that, you know what, maybe you didn't agree, or maybe that wasn't the way I saw it.

Sub Question One

What situation or context prompted the principal to implement the SW-PBIS framework? The participants' perspective is that there was a need they were responding to. The starting point remained the same, which was that there was an initial observation of some sort. For some of the principals, they approached this formally, and for others, it was informal. Either way, an initial observation served as a prompting resulting from a need, such as behavioral issues, dysfunction, emotional disturbance issues, etc. This need led to the decision to select the SW-PBIS framework as their tool to address that need. Eve said,

My thoughts as to why we had to do it; the school was experiencing some trauma. There was a high teacher turnover rate, and there's a lot of suspensions... There was a lot of systems and structures work that needed to be revised... this is what I was stepping into.

Sub Question Two

What are the relationship behaviors of principals who implemented an SW-PBIS framework? The principal participants revealed several key relationship behaviors: listening, flexibility, trust, recognition, and incentivization. It was important for the principals to display trust in their staff by allowing them to have voice. Amy said,

When they see that you're willing to listen to them. So that whole idea of this is the data, what is the problem that you see? Let's come up with a solution. Let's implement the solution. Let's come back and look at what it is.

It was essential for the principal to listen to her staff, but also having a degree of flexibility was necessary. Amy further added, "I allowed them the ability to problem solve for the school. They see that it works. They're more apt to come aboard." Furthermore, the principals shared that recognizing your staff and providing incentives was essential. Isis stated, "They want to be celebrated and acknowledged too." However, the principals utilized the various relationship behaviors as vehicles to build relationships to achieve buy-in. Thus, the root for each relationship behavior was to achieve buy-in, allowing them to reach their intended goals more effectively.

Sub Question Three

What are the task behaviors of principals who implemented an SW-PBIS framework? The participants' perspective is that since this process is dynamic and ever-evolving, there was a wide range of tasks. The principals had to assess their schools, develop infrastructure, build teams, develop a system of practices and procedures, adopt a system, and continuously evaluate.

However, the foundation of every task centered on supporting one of two things, vision or sustainability. Therefore, the tasks were either intended to support the overall vision or create/reinforce a sustainable system. For example, Betty said, "The biggest thing I did at the school was just pick the right people. I made sure that they weren't just like me. I needed people to complement me and supplement where my deficiencies were."

Sub Question Four

What factors influenced the relationship and task behaviors implemented? Regarding what influenced relationship behaviors, the participants' perspective was rooted in their personal experiences. The principals indicated a desire to build trust, show care, grow leaders, demonstrate respect, and know their teams. However, each of those was connected to a personal experience they previously had. For example, Fred said,

And I think I've learned, and I think it was always a survival mechanism because I wasn't like a nerdy kid in the projects, it's that I wasn't about to fight anybody. So, I learned to really listen and to adapt, and be able to get along with different types of people.

In terms of the influence on the task behaviors, participants connected those decisions to their understanding of their context. These decisions were in response to either listening to the staff and gathering that feedback, prior history, or observation; however, their decisions were tailored to their people, community and circumstance. The decisions were based on the information. For example, Greg stated,

I like to hear different opinions, different voices, and that's the benefit of having a good team that you trust. Bringing people in that you trust and hearing their opinions...So I think the important piece is hearing from different stakeholders. Unfortunately, as you know, sometimes you don't have that luxury of time and sometimes you're forced to kind

of come to those quick decisions. And in those cases, you really just got to go with your knowledge base and your perspective, but when you can, recognize the times you can't afford it, sort of take the time to do your due diligence and do your research.

Summary

This chapter presented the findings of this phenomenological research study regarding the experiences of principals who have implemented a SW-PBIS framework. The findings were organized according to five themes, outlier findings, and five research questions. The data from 10 principal participants revealed the essence of the experiences of principals who have implemented the SW-PBIS framework in New York State. The first theme identified in this study is the importance of building the capacity of the staff through relationships, team development, and providing the appropriate time and resources. Second, the principals shared the various critical features needed in their framework's overall structure and system. The participants discussed the importance of establishing and maintaining a vision, integrating specific practical components, and the value of communication throughout the implementation process. The third theme revealed is the need to evaluate the process, decisions, and data continuously. Fourth, the principals shared that patience and transparency are the two overall key leadership behaviors needed to lead implementation. Lastly, the principals revealed that passion, pursuing change, and intentionality are shared core values. Overall, the findings revealed that implementing an SW-PBIS is a dynamic and multilayered process that requires an understanding of the individual self, the school community, and a commitment to the vision.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this phenomenological study was to understand the experiences of school principals in New York State who implemented a Schoolwide-Positive Behavior Intervention and Supports (SW-PBIS) framework. To further understand those experiences, this chapter is divided into five subsections: (a) interpretation of findings, (b) implications for policy and practice, (c) theoretical and methodological implications, (d) limitations and delimitations, and (e) recommendations for future research. The initial discussion provides a series of significant interpretations that resulted from themes discussed in Chapter Four. The subsequent sections provide specific recommendations for various stakeholders resulting from a review of the implications for policy and practice. Next, the theoretical and empirical implications of the study are discussed. In addition, a discussion on limitations and delimitations in the study are provided. Lastly, there are considerations of the findings, limitations, and delimitations to provide recommendations for future studies.

Discussion

The intent of this study was to understand the experiences of principals who implemented a SW-PBIS framework. The previous chapter focused on articulating the various key findings gathered, resulting from an analysis of in-depth interview transcripts, participant documents, and implementation timelines. The data analyzed revealed five key themes, (1) building capacity, (2) structures and systems, (3) evaluation, (4) leadership behaviors, and (5) leadership core values. This chapter further articulates an understanding and impact of this data through various forms. First, the chapter provides an understanding of the themes through an interpretation of those findings. Furthermore, the chapter includes the implications for policy and practice and

theoretical and methodological implications resulting from this study. Finally, the last two sections discuss the limitations and delimitations and the recommendations for future research.

Interpretation of Findings

The overall intent of leadership is to direct individuals to achieve specific goals (Ahmad, 2016); when principals set their attention on implementing an SW-PBIS framework, they develop those goals throughout the implementation process. Even though much of what the principals disclosed revealed more of an organic process, the implementation was dynamic and generally followed the four stages of implementation as set by the Center on PBIS (2015). The principals engaged in some degree of exploration, which led to the adoption, then they undertook installation, resulting in an initial implementation, and finally, a full implementation. However, there are vital reported experiences that support this implementation towards becoming a schoolwide systems approach. The framework needs clear definitions, clear expectations, regular instruction, incentives, motivational systems, staff commitment, training, and measurement and monitoring of the system's effectiveness (Sprague & Horner, 2007). To achieve these checkpoints and further an understanding, the "how" is what this study intended to understand.

Simply engaging in these steps and reaching specific milestones on paper does not reveal the implementation processes of principals. There are two broad categories of leadership styles: task-oriented and people-oriented (El Khouly et al., 2017). Task-oriented leadership focuses on the details of the process, while people-oriented targets more on the vision and empowerment of others (El Khouly et al., 2017). The principal responses revealed that in order to achieve implementation, both categories are needed. Leaders must understand their environment and then interconnect their behavior to the overall structure (Ahamad, 2016). The experiences of

principals aligned to Hershey and Blanchard's (1982) belief about leadership in their situational leadership theory. These theorists believed that leadership was contingent on the presented situation (Hershey & Blanchard, 1977), a finding evident in the principal responses as they shared the varying ways they adopted and adjusted in response to the needs of their stakeholders and school community. SLT places a significant emphasis on a change in the leader's behavior. The theory stressed the importance of the principal maintaining a degree of flexibility as making decisions on the leadership style based on the situation, which was reinforced in the findings.

The analysis of the principal experiences identified five key themes in the implementation of this framework. As a result of these various thematic alignments, there exists three interpretations of these findings, (1) purpose, (2) infrastructure, (3) inquiry. Therefore, this section begins with a summary of the thematic findings, followed by each interpretation.

Summary of Thematic Findings

The data from the 10 principal participants revealed the essence of the experiences of principals who have implemented the SW-PBIS framework in New York State. There were five themes generated from this data. The first theme is the importance of building the capacity of the staff through relationships, team development, and providing the appropriate time and resources. Second, the principals agreed that the structure and system were important. Regarding this structure and system, the principals shared the importance of establishing and maintaining a vision, integrating specific practical components, and the need for communication throughout the implementation process. Third, the principals expressed the importance in evaluating the process, decisions, and data continuously. Fourth, the principals shared that patience and transparency are two key leadership behaviors. Last, the principals revealed that passion, pursuing change, and intentionality are shared core values.

Purpose. The implementation process involves four key stages; however, the catalyst to engage in this work, and motivation to persevere, is rooted in purpose. People have normative reasons which explain why they engage in specific actions (Mantel, 2018). However, the normative roles, motivations, desires, and experiences are vital components for acting (Smithies & Weiss, 2019). The very nature of leadership is complex. Furthermore, the process of implementation is multi-layered and ever-changing. Principal participants shared this idea of pressing forward, adjusting, and continuing this work through the lens of purpose. Having a purpose is what keeps principals engaged and committed to this work.

As principals spoke about their journey to the principalship, it was evident that a degree of passion led them to get into this role, which was also true for their continued commitment towards full implementation. Principals who choose to engage in this work must know their "why." They must have a deep-rooted understanding of why this work is essential to them. Leadership involves the influencing or motivation of others (Reed, Klutts, & Mattingly, 2019). However, without a purpose and an understanding of "why," then it is more difficult to impart this motivation and vision to others. In addition, before engaging in implementation, the principals shared their core values. The principals believed in the importance of having passion and being rooted in the pursuit of change. These initial core values opened the doors to their decision points. Their internal belief systems became the measuring stick when they decided to seek change because something in their school community did not align with their beliefs.

Principals seeking to embark on this work must reflect to create a snapshot of their core values, expectations, and non-negotiables. Understanding these elements of themselves will allow them to develop a vision for this work. The principals heavily articulated the importance of having a vision, casting it, and aligning all of their work to that vision. However, it starts with

recognizing those core principles of oneself. Having this understanding allows a principal to enter into a decision point and encourages the principal to persist when things become challenging. This baseline snapshot is also essential when evaluating. When discussing, deciding or evaluating some aspect of their system or process, most principals aligned with their rooted core beliefs. This was true in hiring, when deciding how to lead teams, manage people, etc. Although an individual's foundational principles are valuable when entering the decision point, they are also vital throughout the evaluative cycle. Having to make decisions is not made in isolation; these are rooted, and measured against, those core beliefs. Lastly, the principals extensively expressed the value of being patient in order to endure the process. The engine that allows for patience and drives endurance is purpose. The internal purpose keeps the desire to press forward at the forefront of the leader.

Infrastructure. The essence of the schoolwide behavioral framework is that it is a systems approach. Even though most of the principals articulated more of an organic growth process, they still developed an infrastructure to allow the framework to grow and endure. Principals shared the importance of a system in relationship to the importance of sustainability. When asked about the mistakes they made or the advice they would offer to other principals, the majority of principals referred to the idea of developing a sustainable infrastructure. There are several key elements necessary for the effectiveness of the infrastructure.

Sprague and Horner (2007) noted seven critical practices for a schoolwide systems approach: (a) clear expectations, (b) clear definitions, (c) regular instruction, (d) incentives and motivational systems, (e) commitment, (f) training, feedback, and coaching, and (g) systems for measuring and monitoring effectiveness. However, these practices vary based on the school community, school culture, and stakeholders. The degree of trauma, level of vulnerability,

resistance, and cohesiveness impact how the infrastructure is developed. In some school environments, a principal may have a strong relationship with his/her stakeholders, allowing for more effortless execution of this framework. In another environment, the staff may have had negative leadership experiences and may lack the trust to engage in this process thoroughly. The principal is the individual who creates a vision for learning because he or she is the key to cultivating a sense of change and creating a climate of hope and trust among teachers (Cherkowski, 2016). Therefore, buy-in is the first step to develop a sustainable infrastructure.

The principals shared in great lengths the importance of building trust, empowering their people, letting go of their ideas, allowing for discovery, and growing teams and people to capture buy-in. Every principal discussed the value of buy-in concerning the system. In order to get buy-in, the principal must either already have or must invest in building relationships. Investment in those relationships and their people is essential. People need to believe that the principal is committed to them, the process and trust them as individuals. This investment will also give the principal further insight into their people, which becomes helpful later when they have to grow their team(s). However, a principal sometimes has to let go of their ideas to allow a level of empowerment. Allowing the team to have a voice and impart their wisdom grows a greater sense of commitment. The principal can use this implementation process to grow the relationships or create solid relationships before implementation. However, setting this implementation as a mandate or directive without buy-in and relationship building is not advisable. Having high-relationship behaviors affects the degree of impact (Rajbhandari et al., 2016). Relationship behaviors allow the school environment to have greater agility due to the creation of trust and respect (Henkel et al., 2019). This infrastructure, or elements of it, will eventually dissipate if those relationships are not developed.

The Center on PBIS (2015) indicated that stages two and three of implementation are installation and initial implementation respectively. Installation involves establishing an infrastructure for an implementation; then, stage three is the initiation of implementation in a subsection of the school (Center on PBIS, 2015). According to the stages, these are two distinct stages; however, most principals articulated the infrastructure and initial implementation with significant overlap. Due to the importance of flexibility and adjustment, it is necessary to couple these stages together when discussing infrastructure. Once principals recognized the need or expressed a desire to begin this implementation process, they often piloted some component of the framework before fully developing the infrastructure. Most principals often started with an initial implementation in a subsection of the school and then developed the structure from there. However, it is important to note that even though professional development was significant, it often coincided and was continuous.

The principals noted that first, based on informal or formal data, it is vital to identify an area of interest they wish to address. For example, if lunch behaviors appear to be the most disruptive or if transitions to recess are the most ineffective, a principal may choose to start there. However, it is essential to have a reflective and critical eye. This initial process allows the principal to identify the necessary features for the infrastructure. Then, developing a team to lead this work is an essential element. The team's focus is to lead implementation, provide feedback, serve as a voice, and assist in evaluating. Most principals shared that their teams had developed a schoolwide behavior matrix; however, they expressed that several vital components went beyond the matrix. The team is also essential in guiding the work towards developing lessons, deciding how to practice those lessons, making decisions on how to reteach those principles, creating sustainable systems, adjusting the infrastructure, and making decisions on how to brand their

work. An important caveat to note is that it is always vital to root these decisions on core beliefs. This lends itself to a greater commitment and internalization of "what matters most."

The final aspect of the infrastructure is communication and transparency. Communication and transparency continue the relationship-building thread throughout implementation. This also gives stakeholders a sense of comfort because there are no surprises. The principals shared that many of their mistakes came from a lack of transparency. They expressed a need to have clear communication with teachers, students, families, and the community. This further advances the foundational work of buy-in and strengthens commitment, which leads to a greater return on investment when it comes to implementation fidelity.

Inquiry. The most discussed feature of implementation is inquiry. Being able to review the system, analyze data, question the process, and reflect on the work is noticeable at every implementation stage. According to the Center on PBIS (2015), assessment occurs at the initial implementation stage; however, principals shared the importance of setting aside time to go through some degree of inquiry at any point. An inquiry is either formal or informal; however, it is still necessary. It is vital to continuously gather and evaluate data to drive change and empower stakeholders to give feedback to support that evaluation (Francom, 2019). The principal is generally the lead in initiating this work; however, the implementation's daily monitoring involves the school's teams (Judkins et al., 2019).

The first point of inquiry is triggered by either a formal or informal observation. There is generally something in the current school community that becomes the catalyst to decide to seek change. This is usually connected to a lack of alignment with the belief system of the principal. Most principals articulated a story, an event, or disfunction that they had observed or examined in their data which prompted them to seek out the SW-PBIS framework. This initial observation

is the first time an inquiry takes place. Principals must invest time into examining their data and their current school environment to identify what the need is and whether SW-PBIS would support that need. Alignment to vision is necessary for the varying decisions throughout implementation, but it is also essential when deciding if the core values of SW-PBIS align with the beliefs of the administrator. It is vital to consider that the principal's work influences teacher quality, instructional quality, and student achievement (Nicholas & Cormack, 2016). As a result, the principal needs to believe in this framework because it may result in a lack of buy-in from the principal, which can trickle to the stakeholders, and a lack of commitment may result.

As previously noted, the inquiry takes place throughout implementation. The point of inquiry is to question and reflect on the steps a principal or team engaged in, which allows for greater buy-in, richer discussions, and a more comprehensive decision. For example, during the initial implementation and installation stage, the team may engage in inquiry to identify which area of the school they feel has the greatest need, or in the full implementation stage, as they expand the practices in the entire school, they may engage in inquiry to ask whether there is consistency in each subsection. The inquiry becomes essential because this is how a school refines its process and infrastructure.

There are several critical components of the inquiry process. The inquiry must involve critical conversations, asking critical questions, and a gathering of feedback. This process then leads to a change of practices or norms, and at some point, further inquiry is repeated. Critical conversations and critical questions are often the most challenging because it involves a degree of discomfort. The key to minimizing the potential for a negative response is through normalizing this process. Principals noted the importance of teachers not feeling like there is a hidden "I got you" agenda. Principals need to invest time in building those relationships and

creating inquiry norms. In addition, principals shared the importance of involving stakeholders in these conversations and decisions, because it not only empowered them, but it created transparency. Transparency during inquiry eases potential tension and concern, and further drives ownership. The point of having critical conversations and posing critical questions is to engage in honest and reflective dialogue to measure effectiveness. This process may lead to a change in practices or norms; however, it may reveal that no change is needed to a particular thing. In this inquiry, principals must also actively gather feedback from their stakeholders. As a process is happening, active feedback gathering allows for a clear understanding of how the implementation is occurring and provides a way to measure alignment to the intended purpose. Conversations, questions, and feedback are the three critical components of inquiry. Having teams inquire then creates a reflective norm. Normalizing reflection and inquiry are essential aspects of this work.

Implications

Based on the data, findings, and implications, the following recommendations are offered for policy and practice. These recommendations are intended to support the overall implementation experience of schools and principals. The following subsections are implications for policy and implications for practice.

Implications for Policy

The first recommendation is for political bodies with educational decision-making authority in the United States Department of Education. The Every Student Succeeds Act (ESSA) provides a greater focus on state oversight, greater accountability, and emphasis on school leadership (ESSA, 2015). Policymakers should consider including requirements for individual states to develop plans which support research-based training for principals. The

increase in requirements for principals and greater ownership of school improvement should be coupled with appropriate and ongoing training requirements for state education departments. Principals articulated the various professional development sessions they would send their teachers to. The intentional application of professional development existed for teachers, yet appeared non-existent for the principal leader. ESSA lacks provisions that account for this gap. Title II of ESSA provides funds to local education agencies for several purposes, one of which is to improve the quality and effectiveness of teachers, principals, and other school leaders (ESSA, 2015). However, the regulation lacks clarity as to how to achieve this or set requirements to local education agencies. There are no clearly defined standard metrics. Policymakers should consider creating greater alignment and defining expectations as it relates to principal leadership professional growth.

The second recommendation is for local education agencies (LEA). LEAs should consider developing plans for principal professional growth. The role of the principal is crucial to the school's overall success (Liu & Bellibas, 2018). The principal serves as a critical component for sustainable improvement in a school (Shava & Heystek, 2019). Principals are also crucial to the creation of a climate for learning (Cherkowski, 2016). The role of a principal is highly valuable, and as a result, his or her growth should be nurtured. There are investments in student programs, curriculum, and teacher professional development. However, it is also essential to build professional development plans to support the school leader.

The third recommendation is for the Interstate School Leaders Licensure Consortium (ISLLC, n.d.). The ISLCC has developed several standards for school leaders. Each of the standards begins with the following phrase, "A school administrator is an educational leader who promotes the . . ." (ISLLC, n.d.). These shared standards for school leaders are valuable;

however, ISLCC should consider providing states with guiding principles that further clarify how these standards could be achieved. Another consideration is to assist states by providing potential research-based action items for each of these standards. Front-loading proven research-based action items could be a helpful foundational step to support principal growth.

The final recommendation is for the Center on PBIS. Specifically, this recommendation is for the authors of the PBIS implementation blueprint. The Center on PBIS details four stages of implementation: (1) exploration, (2) installation, (3) initial implementation, and (4) full implementation. The stages provide a clearly defined pathway to the full implementation of the framework. However, the blueprint is limited in a discussion regarding considerations for the school environment. The Center on PBIS should consider incorporating research-based information to highlight the importance of understanding the school community and stakeholders, as this impacts how these steps are approached. In addition, the agency should consider moving the "assessment of implementation" language to each stage of implementation. Each stage should be explicit in stating that some degree of inquiry is needed. Lastly, the agency could consider shifting initial implementation to the second stage or merging installation and initial implementation. The data revealed that principals started with the initial implementation to pilot this work, which then provided feedback as to what was needed in the infrastructure (installation stage).

Implications for Practice

The first recommendation is for school principals seeking to implement this framework. Principals should first consider developing professional goals related to their foundational beliefs. Having a clear understanding of what they seek to achieve coupled with their core values could assist them in staying on course as they make decisions. In addition, principals could

consider developing an advisory committee of varied stakeholders as they engage in this implementation process. This advisory committee can help provide feedback and guidance; it can also give a greater sense of the pulse of the school community. However, the principal would need to be transparent when articulating the goals of that committee and empower them to have an honest voice.

Furthermore, some principals may need to first work on their relationships with their stakeholders to build trust before implementation. Buy-in is an integral part of the implementation; however, a lack of trust may hinder some stakeholders' pathway towards total commitment. Lastly, principals may want to consider pilot testing a portion of the framework in a subsection of the school to identify the needs and potential pitfalls in their school community before developing infrastructure.

The second recommendation is for principals and teachers. Principals and teachers may want to consider engaging in the active and revolving practice of norm-setting. The teams could first discuss norms that they would want as part of the school community. Then the school should develop a common language surrounding those norms and then provide time to practice it. The stages of implementation state that schools should "try out the practices." However, the principals articulated a need for actively speaking the norms, practicing them, reviewing, and reteaching.

The last recommendation would be for local school districts. District administrators could consider developing a research-based leadership support training program. This could provide principals with leadership training and support that is customized to the individual principal. In addition, this training program could include a mentorship component for new administrators.

This mentorship could provide an opportunity to provide additional hands-on and focused leadership practices support to new principals.

Theoretical and Empirical Implications

Hershey and Blanchard's (1982) situational leadership theory (SLT) was the guiding theory for this study. The findings derived from the principal participants confirm and support the assertions of Hershey and Blanchard's (1982) theory. The theorists argue that the leader would choose a leadership style based on the situation (Lunenburg & Ornstein, 2004). They asserted that the leader would either tell, sell, participate, or delegate to their followers (Hershey & Blanchard, 1982). In addition, they believed that leaders engage in two primary types of behaviors: relationship and task-oriented behaviors. This study confirmed their assertions. Every leader spoke to the importance of remaining flexible and mobile when making decisions. They noted that due to the need for stakeholder buy-in, it was necessary to be mindful of how they approached situations. At times, the principals were able to respond to a situation in a manner they initially intended; however, other times, they would need to let go of their ideas because of the needs of the followers.

SLT does, however, emphasize the leader's understanding of the readiness level of the follower. The readiness level assures the leader that the follower can complete the tasks (Wright, 2017). This study confirms the importance of knowing the follower's readiness level; however, SLT does not speak to the value of knowing the school's culture. The present research revealed that the school's culture was an essential aspect of how principals led implementation. The environments that had previous trauma may display greater fragility and resistance, which changed how the leader led an initiative. Even though some of the followers may have an appropriate readiness level, the culture of the environment may not be ready. Therefore,

understanding the readiness level of the culture is also a critical piece to capture before determining a leadership style.

Regarding implementation, there is a depth of literature regarding implementation fidelity. The literature is definitive that there must be implementation fidelity for this framework to be practical and successful (Swain-Bradway et al., 2018). Gage et al. (2020) found that when a school had a higher degree of implementation fidelity, those schools had more significant outcomes. Implementation fidelity impacts student outcomes, reduces disciplinary exclusions, disciplinary referrals, and impacts academic achievement (Kim et al., 2018; Childs et al., 2016; Freeman et al., 2016; Gage et al., 2017). However, there is a gap in this literature. The literature lacks the voice of the leader. The reader does not hear the leader's voice sharing how he or she was able to achieve implementation fidelity. The literature does not share the dynamic process leaders underwent to reach a significant level of fidelity. Principals had to first understand their stakeholders and their school community, and then respond using varying methods to achieve fidelity. The principals were clear about the importance of relationship-building to gain the trust of their team or influential stakeholders. Trust is a critical element in achieving fidelity. The stakeholders must believe in what the principal seeks to achieve, or they must trust the principal enough to go along with the plans even if they have doubts. Relationship building is a delicate process that changes based on the nature of the school culture. The principals shared that the greater the toxicity of the school culture, the longer and more indirect this process will be; however, a more grounded culture has a higher readiness level, therefore making it a more straightforward process.

Furthermore, the literature about the SW-PBIS framework is comprehensive. The Center on PBIS (2015) provides the four stages of implementation, and other researchers have shared

critical elements of this framework. Griffiths (2019) highlights several key elements of SW-PBIS: defining expectations, teaching the expectations, maintaining an incentive system, establishing a continuum of logical consequences, and gathering and using data to make decisions. Sprauge and Horner (2007) were reasonably aligned to Griffiths in the fundamental practices they noted. These researchers indicated that the essential practices were clear definitions of expectations, definitions of problem behaviors and consequences, teaching the expectations, and creating incentives. However, they go further by adding three additional critical practices, (1) staff commitment, (2) training, feedback, and coaching, and (3) systems for measuring and monitoring effectiveness. This study confirms that all of these were vital practices in implementation. The principals each spoke to the importance of each of these elements. However, for one of the critical practices, the majority of the principals deviated. Regarding incentives, the majority of the principals shared the limitations and difficulties they had with the incentives. This study found that an essential aspect of the incentives was that they needed to be sustainable. It was not enough to create an incentive system; the principals shared that they had to be intentional about developing a sustainable incentive system. In addition, the principals shared that the system had to be reviewed and revised. The effectiveness of the incentives diminished as the students aged if it only utilized external motivators. Instead of simply providing stickers, awards, and prizes, the teams had to think about meaningful incentives to the student, therefore creating intrinsic motivation.

Limitations and Delimitations

This study revealed several rich findings regarding the experiences of principals who implemented an SW-PBIS framework. The research in this study was intended to extend the understanding of SW-PBIS implementation and fill a literature gap to understand principals'

implementation experiences. Even though the data points were comprehensive, several limitations and delimitations were still evident. The following sections discuss the four limitations and three delimitations.

Limitations

There were several specific limitations evident in this study. The first limitation is a limitation of the design. This study utilized the phenomenological lens, which intends to explore individuals' lived experiences of phenomena (Patton, 2020; Creswell & Poth, 2018). The idea of this design lens is to collect extensive details about each individual, resulting in the selection of only a few individuals (Creswell & Poth, 2018). After saturation of the theme's sampling ceased, it resulted in only having 10 principal participants. The limitations of the design process make it challenging to determine whether these results could be generalized to all principals implementing SW-PBIS.

The second limitation of this study is the location of the participants. A convenience sample in this study was utilized since it was easily accessible and convenient (Gall et al., 2007). After starting with a convenience sample, the snowball sampling strategy to have the initial pool of participants share information about other participants that meet the criteria was utilized (Suri, 2011). Even though this study intended to have a range of participants throughout New York State, the sample was specific to New York City and Long Island schools. This resulted in not having schools that represented rural communities. In addition, due to the proximity of New York City and Long Island, it would not be easy to generalize the findings for all of New York State. In addition, since the study only focused on New York State, it limited the potential information-rich samples from other regions in the country.

The third limitation is also resulting from the snowball sampling strategy. Due to this strategy, the study did not control for the ethnicity of the participants. This resulted in an imbalance in the ethnicities of the participants. Those who identify as white were overrepresented in this study (six out of ten participants). Only 10% of the participants were Asian (one out of ten), which was also true for Hispanics. African Americans only represented 20% of the study (two out of ten). This imbalance does not allow for generalization for all principals regardless of ethnicity.

The fourth limitation is regarding the impact of implementation. The research did not seek to understand whether the implementation was successful; it only sought to understand the varying leadership experiences in this implementation process. However, since the research did not ask participants to verify or explain whether some measure demonstrated an impact, there is no way to determine whether the leadership choices had an impact. For example, some principals shared anecdotes on suspension rate impact; however, there was no mention of impact beyond that. Therefore, this research cannot assure that the leadership decisions result in a positive impact on areas such as school climate, academic achievement, and behavior.

Delimitations

The first delimitation is regarding fidelity of implementation. The research criteria did not require participants to provide evidence that their framework is being done with fidelity. Even though many principals shared varying buy-in and teacher commitment points, there was no instrumentation to validate fidelity. This decision was made because the intention of the study was to understand the leadership aspect of implementation, not whether there was a degree of fidelity. It was assumed that since they self-identified as having reached full implementation, there must have been some degree of fidelity to have reached that stage.

The second delimitation is regarding the participants. The research sought to only focus on the principals who initiated the implementation process. Even though principals could have inherited a partially started framework, this would not have aligned with the study's intention. The study sought to get a true sense of the range of experiences of principals, which includes how they started. SLT discusses the two leadership behaviors, task and relationship. The researcher assumed that those relationship behaviors would be essential at the start of implementation to achieve some level of buy-in. If the study would have had participants who did not start with the implementation, it would have limited the implementation perspective.

Also, regarding the participants, the study was delimited to principals who self-identified as having reached full implementation. The researcher intentionally decided upon this third delimitation. The breadth of implementation goes from the initial decision to start the framework to the point of being schoolwide. If the principal would not have reached full implementation, there would be a limited understanding of the leadership decisions, since these decisions would have adjusted throughout implementation.

Recommendations for Future Research

This study provided a robust understanding of the principal leadership experience related to implementing an SW-PBIS framework. However, several research needs could be further investigated. These recommendations for future research provide suggestions that could extend this current research; however, these recommendations also support the current needs revealed in this study.

First, this study only examined principals in the lower region of New York State, specifically New York City and Long Island. This resulted in rural communities being excluded and local education agencies that are not governed by the New York State Department of

Education. An additional qualitative study could be conducted with a broader lens of participants, to include participants in rural communities and schools outside of New York State. This would allow for the data to be generalized for a wider span of principals.

Also, future research could be conducted to understand the impact of those principal leadership experiences. This study does not conclude whether the leadership decisions throughout implementation rendered any tangible impact. The future research could include tasks that would ask principals to share pre and post-data; however, a researcher could also consider conducting a case study to explore this impact. The case study allows the researcher to explore a real-life case over time through a detailed, in-depth data collection (Creswell & Poth, 2018).

Future research could also be conducted through the lens of a grounded theory. Grounded theory moves beyond description to further generate a theory (Creswell & Poth, 2018). This study could potentially have a theory which frames the leadership experiences and motivations for leaderships decisions. It could be meaningful to generate a theory regarding the process and actions of principal leaders as it relates to implementation.

Lastly, this researcher would recommend research with principals who utilized other schoolwide behavior systems. This study focused on SW-PBIS; however, there is a question of whether principal experiences remained the same across different frameworks. Examining other systems or frameworks could give strength and more excellent value to those thematic alignments across multiple systems.

Conclusion

In this qualitative phenomenological study, this researcher sought to understand the experiences of principals who implemented a SW-PBIS framework at their schools and to understand those experiences to fill a gap in the current literature. Principal impact and influence

were validated through research, the value of leadership was confirmed, and the positive impact of SW-PBIS was documented. However, the process of implementation was not revealed in the literature. As a result of this study, it is evident that the role of the principal is a dynamic process, resulting in a balancing act when making decisions. When principals decide to implement this framework, it sets in motion a series of ever-evolving decisions. Principals must find ways to engage their team, grow leaders, build relationships, impact systems, and evaluate this ongoing work cycle. Specifically, it was evident that relationship building is a unique feature of this work. Nevertheless, the Center on PBIS' (2015) four stages of implementation was limited in its discussion on this foundational work before implementation. Before initiating this work, principals must clearly understand their stakeholders, their school community, and core values. The frontloading of these critical aspects allows the principal to build a better foundation for engaging in this process. The implementation is a fluid process and principals need to be comfortable and patient as they experience these shifts.

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APPENDIX A: IRB EXEMPTION LETTER**LIBERTY UNIVERSITY**
INSTITUTIONAL REVIEW BOARD

May 27, 2021

John Frias
Lucinda Spaulding

Re: IRB Exemption - IRB-FY20-21-580 A Phenomenological Study of the Experiences of Principals Who Implemented a Schoolwide- Positive Behavior Intervention and Supports Framework

Dear John Frias, Lucinda Spaulding:

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:

101(b):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research
Research Ethics Office

APPENDIX B: INFORMED CONSENT FORM

Consent

Title of the Project: A Phenomenological Study of the Experiences of Principals who Implemented a Schoolwide-Positive Behavior Intervention and Supports Framework

Principal Investigator: John Frias, PhD Candidate, Liberty University

You are invited to participate in a research study. In order to participate, you must be a principal who has implemented a SW-PBIS framework and have at least one year with the framework. In addition, the school should be at the full implementation stage of implementation. This would mean that the school would have already developed an infrastructure to implement the framework. Furthermore, the school would have expanded their practices, principles, and practices to the whole school. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

The purpose of the study is to understand the experiences of principals who have implemented SW-PBIS frameworks in New York State. I seek to understand the varying leadership experiences which surround the implementation of the framework.

If you agree to be in this study, I would ask you to do the following things:

1. First, to capture a comprehensive picture of your SW-PBIS framework's implementation, you would be asked to develop a timeline that outlines the steps you took to initiate and implement the framework (30 minutes).
2. Second, as you think about your implementation process, you may have developed, utilized, or researched important documents to your implementation I would ask you to email documents you feel were essential to this process. These can be agendas, brochures, letters, memos, program resources, etc. (30 minutes)
3. Third, you will be asked to participate in a virtual interview. The interview will last approximately 60-90 minutes. The interview will be recorded with your permission.

Participants should not expect to receive a direct benefit from taking part in this study.

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be kept confidential through the use of pseudonyms.
- Data will be stored on a password-locked computer and may be used in future presentations. After five years, all electronic records will be deleted, and the computer trash emptied.

- Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for five years and then erased, and the computer trash emptied. Only the researcher will have access to these recordings.

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

The researcher conducting this study is John Frias. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at [REDACTED] or friajp@yahoo.com.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board [REDACTED]

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to video-record me as part of my participation in this study.

Printed Subject Name

Signature & Date

APPENDIX C: INTERVIEW QUESTIONS

Table 1

Interview Questions

Category	Question(s)
Standardized Open-Ended	1. Please introduce yourself. What is your name?
Interview Questions	2. What is your educational background?
	3. What are your professional experiences that led up to becoming a principal?
	4. Please share an overview of the school you lead.
	5. Please share an overview of the SW-PBIS framework for your school. In addition, do you feel there are any features of your framework that address cultural responsiveness and/or equity? If so, please describe.
Central Research Question 1: What are the experiences of elementary principals who implemented a SW-PBIS framework?	6. Describe your initial thoughts when you considered starting an SW-PBIS framework at your school.
	7. What did you tell your staff about implementing a SW-PBIS framework?
	8. Throughout your first year of implementation, what are things that you did to continue the process towards full implementation?

	9. Thinking about your role as principal, what specific areas of leadership were essential to implement SW-PBIS?
	10. What specific strategies did you use to implement SW-PBIS?
	11. What advice would you give a principal who is thinking about initiating this type of work?
	12. How did you adjust your leadership style to address the needs of your team, during the implementation process?
	13. What mistakes, if any, did you make in the process and what did you do to address it?
Sub-Question 1: What situation or context prompted the principal to implement the SW-PBIS framework?	14. When you think about your first thoughts about initiating a Schoolwide-Positive Behavior Intervention and Support framework, why did you decide to start this work? Please describe.
Sub-Question 2: What are the relationship behaviors of elementary principals who implemented an SW-PBIS framework?	15. What steps did you take to ensure buy-in?
	16. What relationships were important during this process?
	17. What did you do to foster positive relationships?
	18. What type of communication was needed during implementation?

	19. How would you describe the level of interactions with your staff during this process?
Sub-Question 3: What are the task behaviors of elementary principals who implemented an SW-PBIS framework?	20. In what ways did you allow people to take more of an active role in making decisions? 21. What roles did you assign your team prior to, and during, implementation? 22. What were important tasks that needed to be completed during this process? 23. How did you recognize and utilize the different abilities of your team?
Sub-Question 4: What factors influenced the relationship and task behaviors implemented?	24. As you think about your leadership choices, as it relates to relationships, what would say caused you to choose one approach over another? Please share some examples. 25. As you think about leadership choices, as it relates to decisions on tasks, what would you say caused you to choose one approach over another? Please share some examples.

APPENDIX D: TIMELINE PROMPT WITH IMPLEMENTATION PHASES

Timeline Request

To capture a comprehensive picture of your SW-PBIS framework's implementation, please develop a timeline that outlines the steps you took to initiate and implement the framework. *To help frame your thought process, below is an outline of the four stages of implementation developed by the Center on PBIS (2015).*

<i>Stage</i>	<i>Description</i>	<i>Characteristics</i>
<i>Exploration</i>	<i>An assessment of the school/situation is conducted to decide whether there will be a commitment to adopting the practices of PBIS.</i>	<ul style="list-style-type: none"> <i>-Identification of a need</i> <i>-Desired outcomes</i> <i>-Identification of core-elements of evidence-based practices</i> <i>-Consideration of framework practices that would fit in the school</i>
<i>Installation</i>	<i>Establishing an infrastructure for an implementation.</i>	<ul style="list-style-type: none"> <i>-Identification of current/needed resources</i> <i>-Development of procedures/policies</i> <i>-Professional-development</i> <i>-Installation of teams</i>
<i>Initial Implementation</i>	<i>The initiation of implementation in a subsection of the school.</i>	<ul style="list-style-type: none"> <i>-Change in practice</i> <i>-Review of practices/procedures</i> <i>-Assessment of implementation</i> <i>-Try out of practices in a particular subsection</i>
<i>Full Implementation</i>	<i>The practices are expanded to the larger school. The whole school is involved in the implementation.</i>	<ul style="list-style-type: none"> <i>-Expansion of practices to other locations in the school</i> <i>-Adoption as a standard system of practice</i>

Center on Positive Behavioral Interventions & Supports (2015). *PBIS Implementation Blueprint*.

APPENDIX E: DESCRIPTION OF EXPERIENCES

I am currently in the second year as a principal at my elementary school. In my first year, I started the process of implementing an SW-PBIS framework. Overall, the implementation has not been smooth due to the COVID-19 pandemic, which interrupted the first year and persisted into the second school year. I wanted to initiate this work because when I was an assistant principal in my previous elementary school, the principal was already involved. At that time, I did not know much about SW-PBIS; however, seeing her go through this process forced me to learn more about this framework's benefits. Having previously worked at my current elementary school, I felt that this would benefit the school as a teacher.

In the first stage, exploration, I had decided to initiate this work in all honesty. I mainly wanted to get buy-in from the staff. I aimed to get a decision of commitment to adopt the staff's practices through an organic growth process. I chose not to ask nor get feedback from the staff about whether this should be adopted. I started by doing soft rollouts of practices found in the framework and engaging in norm-setting. I felt that the more we did these things, the easier we could establish these as norms.

However, I did develop a Shared Decision-Making team to serve as the team that would guide how we did this work. Again, I did not frame this as work that would lead to SW-PBIS implementation. I chose to frame it as work and practices that would help us as a school. Even though the team developed the details, I determined the direction and ultimate vision of what I expected. My concern with letting the team or school know that we are developing this framework in the school, that I would be met with resistance because it would feel as though we are now "doing another thing." The district has a history of going jumping to new things quite often, which has caused resistance and minimal compliance from teachers.

The SDM team met monthly to develop and discuss these ideas. We started with the idea of branding our work and our mascot to create a unifying point for us as a school. Since our mascot is a blue jay, we wanted to brand ourselves and develop a vision that would help identify our values and what we believe. The team meets for months to develop these ideas. I hoped that it would ultimately lead to the development of an SW-PBIS school behavior matrix. At this point of the implementation, I would say that we had entered into the installation phase. We began to set up infrastructure through the development of a team that would lead the process.

The result of this work led to the creation of several things. We developed a list of core values for our students and staff. We also branded this idea. As a team, we said that we "CHIRP @ the NEST." CHIRP are the core values we believe in for our students; they are courteous, honest, inspiring, respectful, and proud. The NEST represented what we felt we aim to be as a school; nurturing, encouraging, supportive, and working as a team. This led to creating our school matrix, which represented what each of the behaviors looked like in each of the school's locations. For example, what does courteous look like in the classroom, restroom, recess, etc. As a school, we started having assemblies to recognize students who displayed these character traits. However, the pandemic put a stop to our work. We did continue to recognize students virtually; however, the 2020-2021 school year did not usually start, which interrupted our work's progress.

APPENDIX F: DOCUMENT REQUEST PROMPT (VIA EMAIL)

First and foremost, thank you for your willingness to participate in this study. As you think about your implementation process, you may have developed, utilized, or researched important documents to your implementation. In order to capture a more comprehensive picture of your experience, please share documents you feel were essential to this process. These can be agendas, brochures, letters, memos, program resources, etc. Feel free to reply to this email with scanned copies of 5-10 key documents highlighting your implementation experience

APPENDIX G: AUDIT TRAIL

The data was sorted into categories/codes then combined into themes (Creswell & Poth, 2018).



APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of sample memoing of the interview responses on the Quirkos program.

The screenshot displays the Quirkos 2.4.1 - PBIS-Principal Experiences interface. The main workspace shows a mind map of interview responses, with nodes representing different themes and sub-themes. The nodes are color-coded and connected by lines, forming a hierarchical structure. The nodes include:

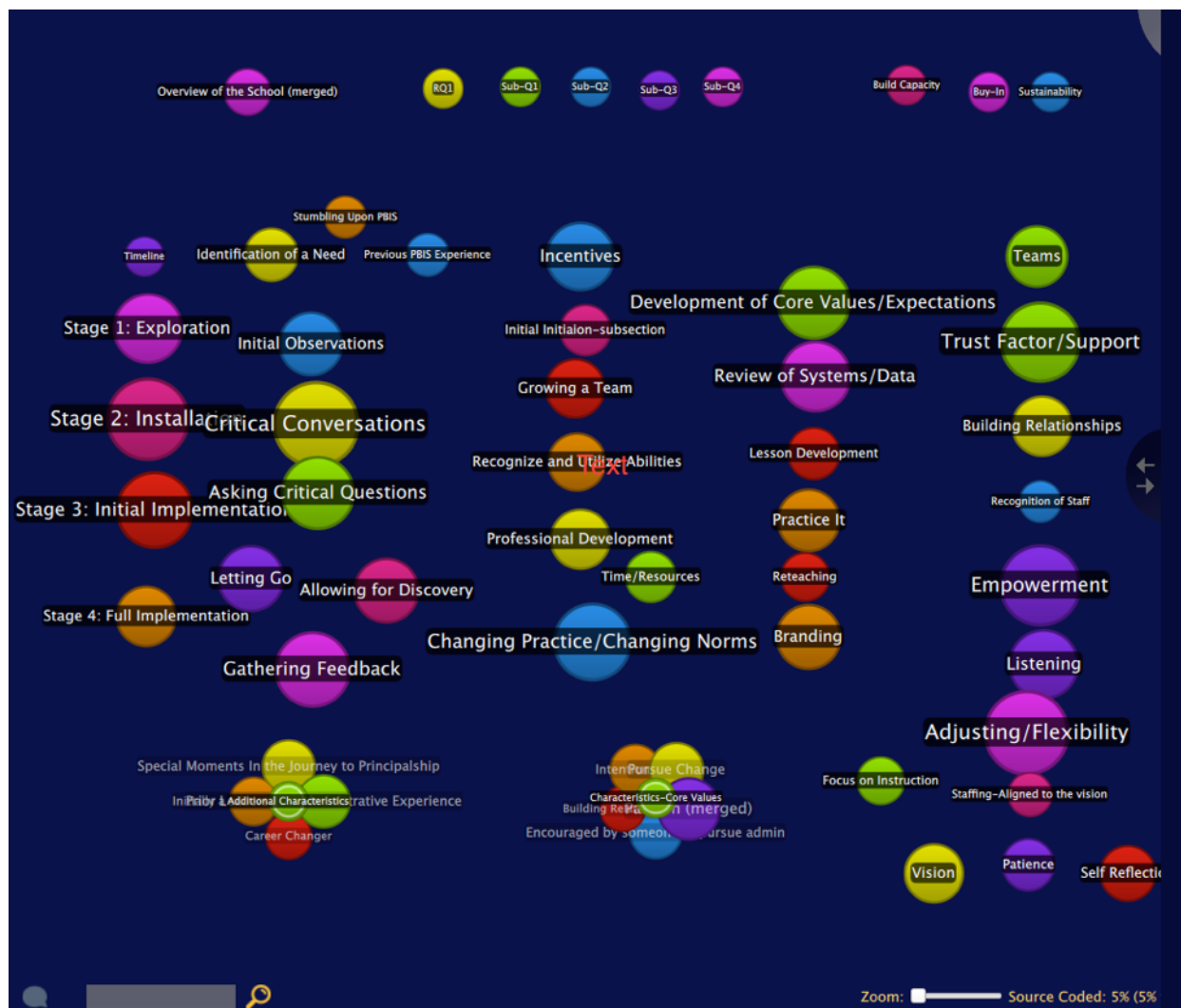
- Overview of the School (merged)
- Intertwined Change
- Special Moments In the Journey to Principalsip
- Characteristics-own values
- Building Relationships (merged)
- Encouraged by someone to pursue admin
- Intertwined Additional Characteristics
- Career Changer
- Stage 3: Initial Implementation
- Stage 2: Initial Implementation
- Stage 1: Exploration
- Seeking/Building upon PBIS
- Active Observation
- Sub-Q1
- Sub-Q2
- Sub-Q3
- Sub-Q4 (Part A)
- Sub-Q4 (Part B)
- Not Running Systems
- Giving Time/Space for
- Prior History/Experience
- Trust/Knowledge of Team
- Recruitment/Affirmation?
- Growing a team
- Core Values/Expectations

The right side of the interface shows a transcript of the interview, with text from Speaker 2 (00:08:46) and Speaker 2 (00:09:28). The transcript is color-coded to match the nodes in the mind map. A yellow box highlights a portion of the transcript, and a speech bubble icon indicates that the user can hear her passion.

Zoom: Source Coded: 8% (8% total)

APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of initial categories



APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of log of activities

Audit Trail		
Date	Time	Note/Action
5/27/21	4:15 pm	High School (HS) Principal #1-Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:17 pm	Elementary School (ES) Principal #2- Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:20 pm	ES Principal #3- Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:24 pm	ES Principal #4- Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:25 pm	Middle School (MS) Principal #5- Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:28 pm	Junior Senior High School (Jr Sr HS) Principal #6 - Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:29 pm	ES Principal #7- Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:30 pm	MS Principal #8- Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:31 pm	ES Principal #9- Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	4:34 pm	ES Principal #10- Initial inquiry email (This potential participant was referred to the researcher from an PBIS trainer)
5/27/21	9:51 pm	ES Principal #11-Recruitment email with consent form (The researcher has worked with this principal previously)
5/28/21	6:24 am	Principal #1 He inquired for more information. At this point I replied, via email, with the recruitment email with consent form.
5/30/21	8:43 am	ES Principal #12-recruitment email with consent form (This potential participant was referred to the researcher by another doctoral candidate the researcher is familiar with)
6/1/21	5:10 pm	Assistant Superintendent. #13 initial inquiry email. PBIS trainer stated that this potential participant had <u>lead</u> a district wide implementation.
6/1/21	5:14 pm	Special education director #14 initial inquiry email. PBIS trainer stated that this potential participant had led a district wide implementation.
6/2/21	4:48 pm	ES Principal #15 initial inquiry email. A colleague from a local school stated that this potential participant may possibly be a good contact for this study.
6/2/21	11:12 pm	HS assistant principal #15- Recruitment email with consent form (internet search)
6/2/21	11:18 pm	MS principal #16- Recruitment email with consent form (internet search)
6/6/21	2:40 pm	ES Principal #17- Recruitment email with consent form (internet search)
6/6/21	2:45 pm	ES Principal #18-Recruitment email with consent form (internet search)
6/7/21	6:40 pm	ES Principal #19- Recruitment email with consent form (internet search)
6/7/21	6:43 pm	ES Principal #20- Recruitment email with consent form (internet search)
6/8/21	9:14 am	HS Principal #1-Follow up email with timeline and document prompt. Along with an interview scheduling note.
6/8/21	9:20 am	ES Principal #17- Follow up email with timeline and document prompt. Along with an interview scheduling note.
6/8/21	9:23 am	ES Principal #18-Follow up email with timeline and document prompt. Along with an interview scheduling note.

APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of log of activities

6/8/21	9:25 am	ES Principal #19- Follow up email with timeline and document prompt. Along with an interview scheduling note.
6/8/21	8:00 am	Received an email from Principal #19 that he is free in the summer
6/8/21	9:27 am	ES Principal #20- Follow up email with timeline and document prompt. Along with an interview scheduling note.
6/8/21	9:40 am	HS Principal #21- Recruitment email with consent form (internet search)
6/8/21	9:59 am	ES Principal #22- Recruitment email with consent form (internet search)
6/8/21	10:04 am	ES Principal #23- Recruitment email with consent form (internet search)
6/8/21	10:09 am	ES Principal #24- Recruitment email with consent form (internet search)
6/8/21	10:21 am	ES Principal #25- Recruitment email with consent form (internet search)
6/8/21	10:24 am	ES Principal #26- Recruitment email with consent form (internet search)
6/8/21	10:26 am	ES Principal #27- Recruitment email with consent form (internet search)
6/8/21	10:51 am	ES Principal #26- Reply email with recruitment email and consent form
6/8/21	6:23 pm	ES Principal #27- declined participation.
6/9/21	10:47 am	ES Principal #28- Recruitment email with consent form (internet search)
6/9/21	10:51 am	MS Principal #29- Recruitment email with consent form (internet search)
6/9/21	10:58 am	ES Principal #30- Recruitment email with consent form (internet search)
6/9/21	11:00 am	ES Principal #31- Recruitment email with consent form (internet search)
6/9/21	11:05 am	HS Principal #32- Recruitment email with consent form (internet search)
6/10/21	1:05 pm	ES Principal #28- Follow up recruitment email with consent form
6/10/21	1:54 pm	ES Principal #33- Recruitment email with consent form (internet search)
6/12/21	10:05 am	ES Principal #34- Recruitment email with consent form (internet search)
6/12/21	10:06 am	ES Principal #35- Recruitment email with consent form (internet search)
6/12/21	10:08 am	ES Principal #36- Recruitment email with consent form (internet search)
6/12/21	10:09 am	ES Principal #37- Recruitment email with consent form (internet search)
6/12/21	10:10 am	MS Principal #38- Recruitment email with consent form (internet search)
6/12/21	10:12 am	HS Principal #39- Recruitment email with consent form (internet search)
6/12/21	10:16 am	ES Principal #40- Recruitment email with consent form (internet search)
6/12/21	10:17 am	JR/SR HS Principal #41- Recruitment email with consent form (internet search)
6/12/21	10:22 am	ES Principal #41- Recruitment email with consent form (internet search)
6/12/21	10:23 am	MS Principal #42- Recruitment email with consent form (internet search)
6/12/21	10:29 am	ES Principal #43- Recruitment email with consent form (internet search)
6/12/21	10:32 am	ES Principal #44- Recruitment email with consent form (internet search)
6/12/21	10:34 am	ES Principal #45- Recruitment email with consent form (internet search)
6/12/21	10:40 am	ES Principal #46- Recruitment email with consent form (internet search)
6/12/21	10:43 am	ES Principal #47- Recruitment email with consent form (internet search)
6/12/21	10:47 am	HS Principal #48- Recruitment email with consent form (internet search)
6/12/21	3:35 pm	Pilot tested interview questions for clarity and wording-Colleague (Principal ES-doctorate) She is an elementary school principal who has experience starting a PBIS framework. She is not included in the study because the framework is not in the full implementation phase at her school.
6/12/21	4:33 pm	Pilot tested interview questions for clarity and wording-Colleague (Principal ES-doctorate) She is an elementary school principal who has experience managing and overseeing a SW-PBIS

APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of log of activities

		framework. She is not included in the study because she inherited the framework at her school.
6/14/21	7:19 pm	Emailed a former colleague who has school with a PBIS system.
6/14/21	7:26 pm	Emailed colleague who started a PBIS system. Principal #49 ES
6/14/21	7:34 pm	Emailed a principal who I am familiar with. Principal #50 ES
6/14/21	7:47 pm	Emailed a former colleague who has school with a PBIS system.
6/14/21	8:02 pm	Emailed a former colleague who has a school with a PBIS system.
6/15/21	6:23 pm	I was contacted by a ES-HS principal (#51) who is a contact of a friend who told her about my research.
6/15/21	7:00 pm	Completed peer review feedback of my interview questions.
6/16/21	8:00 am	Reached out to a superintendent of schools of a neighboring district, that I am familiar with. He connected me with an ES principal (#52). Emailed her the recruitment email and consent.
6/16/21	4:29 pm	Received consent form from Principal #52
6/16/21	4:46 pm	Follow up email to Principal #1-asking if he needed more information before agreeing to participate.
6/16/21	4:47 pm	Follow up email to Principal #17- asking if she needed more information before agreeing to participate.
6/16/21	4:49 pm	Follow up email to Principal #18- asking if they needed more information before agreeing to participate.
6/16/21	7:06 pm	Emailed Principal #51-she verbally agreed to participate however I asked her to please sign the consent form. In addition, I shared with her information about the document and timeline request. Scheduled 1pm interview.
6/16/21	7:42 pm	Received an unrelated message from a principal (#53) who had worked in my previous school. I asked him if he had implemented a PBIS framework. He verbally agreed to participate in the study. I emailed him the recruitment information and consent form.
6/16/21	7:57 pm	Principal #17 emailed indicating that she would be available in the summer and that I should reach out then.
6/16/21	9:26 pm	Principal #51 recommended a ES principal (#54). I made an initial connection with Principal #54 via text.
6/16/21	4:33 pm	Received consent from Principal #51.
6/17/21	9:01 pm	Email sent to Principal #54 with the information regarding the study.
6/18/21	1:50 pm	Principal #49 texted me and said he can be interviewed 1 pm on the upcoming Thursday 6/24.
6/18/21	4:00 pm	Spoke with a MS principal (#55) on the phone, a local MS principal.
6/18/21	8:38 pm	Principal #51 emailed me supporting documents.
6/18/21	9:04 pm	Messaged Principal #53 to check if he had received my email regarding the information I sent about the research.
6/18/21	9:05 pm	Principal #53 messaged that he signed the consent form and that he is available to meet Wednesday 6/23.
6/18/21	9:11 pm	Requested the timeline from Principal #51.
6/18/21	9:27 pm	Principal #55 called me to confirm that he can participate.
6/18/21	9:30 pm	Emailed Principal #55 the consent form.
6/19/21	1:26 pm	Emailed Principal's #51, 52, 53, and 49 the zoom link for the interviews.
6/20/21	1:00 pm	Interview with Principal #51.
6/20/21	7:36 pm	Reviewed nVivo introduction video and then downloaded nVivo software.
6/21/21	7:50 am	Principal #52 emailed asking if she could do the interview today at 1:30 pm. I agreed and said I would make my schedule work.

APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of log of activities

6/21/21	7:53 am	Emailed Principal #53 asking him to share the documents and timeline.
6/21/21	9:41 am	Received the consent for from Principal #53.
6/21/21	7:33 pm	Received initial consent email from Principal #50.
6/22/21	11:00 am	Interviewed Principal #52 and requested documents. She indicated she needed some time to gather them.
6/22/21	12:40 pm	Received an email from Principal #1. He can schedule a meeting the week of June 28th.
6/22/21	3:22 pm	Received supporting documents from Principal #51.
6/22/21	7:31 pm	Paid for the Temi transcription service to transcribe Principal #51's interview.
6/22/21	7:20 pm	Principal #50 emailed me to schedule the interview for 7/1 at 1:00 pm.
6/23/21	10:57 am	Received documents from Principal #52.
6/23/21	1:00 pm	Interviewed Principal #53. (verbal consent via video-he said that he would forward the consent)
6/23/21	2:21 pm	Principal #18 emailed back and scheduled a June 30 interview at 1:00 pm.
6/23/21	8:07 pm	Started reviewing and editing the transcript for Principal #51's interview.
6/24/21	1:00 pm	Interviewed Principal #49. Also received the documents. (verbal consent via video-he said that he would forward the consent)
6/25/21	10:46 am	Received consent from Principal #49.
6/26/21	7:45 am	Reviewed Principal #51's video and transcript. Completed the first read of Shante's transcript.
6/26/21	9:29 am	Utilized Temi to transcribe Principal #52's interview.
6/28/21	4:00 pm	Utilized Temi to transcribe Principal #53's interview
6/28/21	4:08 pm	Emailed Principal's #50, 55, and 18 to confirm their interviews for this week.
6/28/21	4:11 pm	Emailed Principal #19 to check his availability.
6/28/21	4:39 pm	Principal #50 confirmed for Thursday at 1:00 pm
6/28/21	4:40 pm	Principal #55 confirmed for Friday at 1:00 pm
6/28/21	7:20 pm	Reviewed the Temi transcript for the interview with Principal #52. Also completed a first read of the transcript.
6/29/21	3:05 pm	Principal #1 emailed me to confirm the interview time.
6/29/21	3:09 pm	Emailed Principal #17 to check on availability.
6/29/21	3:12 pm	Emailed Principal #54 to check on availability.
6/29/21	7:55 pm	Principal #17 emailed me back to confirm that she is available for the interview this week.
6/30/21	1:00 pm	Principal #18 was a no show for the interview.
7/1/21	6:15 am	Principal #17 confirmed the interview.
7/1/21	1:00 pm	Interviewed Principal #50. (verbal consent via video-she said that she would forward the consent)
7/1/21	2:25 pm	Interviewed Principal #1. (verbal consent via video-he said that he would forward the consent)
7/1/21	2:54 pm	Received email from Principal #20 that is not able to participate.
7/1/21	7:05 pm	ES Principal #56- Recruitment email with consent form (internet search)
7/2/21	11:30 am	Principal #55 interview complete (verbal consent via video-he said that he would forward the consent)
7/2/21	12:30 pm	Principal #54 confirmed for an interview Tuesday at 11:00 am
7/2/21	1:30 pm	Principal #17 interview complete (verbal consent via video-she said that she would forward the consent)
7/2/21	3:45 pm	Principal #55 consent received
7/2/21	4:09 pm	Emailed Principal #19 to check his availability for next week.

APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of log of activities

7/3/21	9:30 pm	Reviewed the <u>Temi</u> transcript for the interview with Principal #53. Also completed a first read of the transcript.
7/3/21	10:33 pm	Utilized <u>Temi</u> to transcribe Principal #49's interview.
7/4/21	7:36 am	Reviewed the <u>Temi</u> transcript for the interview with Principal #49. Also completed a first read of the transcript.
7/4/21	9:31 am	Utilized <u>Temi</u> to transcribe Principal #50's interview.
7/4/21	5:08 pm	Reviewed the <u>Temi</u> transcript for the interview with Principal #50. Also completed the first read of the transcript.
7/4/21	7:50 pm	Utilized <u>Temi</u> to transcribe Principal #1's interview
7/5/21	6:13 am	Reviewed the <u>Temi</u> transcript for the interview with Principal #1. Also completed the first read of the transcript.
7/5/21	7:39 am	Utilized <u>Temi</u> to transcribe Principal #55's interview
7/5/21	7:51 am	Reviewed the <u>Temi</u> transcript for the interview with Principal #55. Also completed the first read of the transcript
7/5/21	8:28 am	Utilized <u>Temi</u> to transcribe Principal #17's interview
7/5/21	8:35 pm	Reviewed the <u>Temi</u> transcript for the interview with Principal #17. Also completed the first read of the transcript.
7/6/21	9:30 am	Received consent form from Principal #50
7/6/21	10:35 am	Principal #51 referred me to Principal #57, another principal in his district.
7/6/21	11:00 am	Interviewed Principal #54.
7/6/21	12:30 pm	Emailed Principal #57 regarding the research.
7/6/21	1:30 pm	Principal #57 agreed to the research and confirmed a Thursday 10:00 am interview time.
7/6/21	9:36 pm	Utilized <u>Temi</u> to transcribe Principal #54's interview.
7/7/21	7:00 pm	Reviewed the <u>Temi</u> transcript for the interview with Principal #54. Also completed the first read of the transcript.
7/8/21	6:10 am	Received supporting documents from Principal #57.
7/8/21	9:40 am	Principal #1 emailed me supporting documents.
7/8/21	9:57 am	Principal #55 emailed me supporting documents.
7/8/21	10:00 am	Interviewed with Principal #57. (verbal consent via video-she said that she would forward the consent)
7/8/21	10:53 am	Utilized <u>Temi</u> to transcribe Principal #57's interview
7/8/21	3:45 pm	Reviewed the <u>Temi</u> transcript for the interview with Principal #57. Also completed the first read of the transcript.
7/8/21	4:07 pm	Received consent form from Principal #57.
7/8/21	6:02 pm	Received supporting documents from Principal #50.
7/8/21	7:00 pm	Reviewed the <u>Quirkos</u> software for <u>memoing</u> and coding purposes. Downloaded the software and paid for the subscription.
7/9/21	6:33 am	Received supporting documents from Principal #54.
7/9/21	7:55 am	Received consent form from Principal #1.
7/9/21	9:03 am	Received consent form from Principal #17.
7/9/21	2:01 pm	Created an Excel file with the questions from the interview. This document will be used to keep track of the questions and answers as they are reviewed from each participant.
7/9/21	3:05 pm	After having completed an initial read of the first 10 interviews the same initial themes have been revealed. No new themes have arisen. Based on this information I believe I have reached thematic saturation and sampling will cease at this point. The 10 participants have been

APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of log of activities

		assigned pseudonyms for the purpose of the research. A table of those names can be found below.
7/9/21	3:30 pm	Reviewed the Quirkos introductory video for a second time. Created a new password protected file on the Quirkos platform.
7/9/21	4:46 pm	Received consent form from Principal #54.
7/9/21	5:00 pm	Started utilizing Quirkos to code and memo the standardized open questions-Coded for Amy and Betty
7/9/21	7:38 am	Continued coding and memo the standardized open questions for each of the participants-Coded for. The initial interviews surrounding the initial questions began to reveal several common themes. I started to develop initial categories and themes. The common themes at this point are common core values (regarding being a leader): pursue change, intentionality, building relationships, and a passion. Regarding passion, I believe that I may also merge with points of pride.
7/18/21	8:13 am	Started coding and memoing the responses to the central research question for each participant. I also started an additional tab in my participant question tracker Excel, in order to track the timeline notes.
7/19/21	10:30 am	Continued coding and memoing the responses to the central research question for each participant.
7/19/21	6:47 pm	Continued coding and memoing the responses to the central research question for each participant.
7/19/21	6:55 pm	Received additional documents from Craig.
7/20/21	10:00 am	Coding and memoing the responses to sub-question 1 and sub-question 2 for each participant. Based on the initial coding of the central research question the following Quirkos coding can be found below. Note: the coding from the standardized open-ended questions were grouped. These open-ended questions revealed similar characteristics that could potentially be themes.
7/21/21	10:12 am	Started coding and memoing the responses to the first sub-question for each participant.
7/22/21	11:14 am	Coding and memoing the responses to sub-question 3 and sub-question 4 for each participant.
7/22/21	7:40 pm	Reviewed codes and began the process of identifying potential themes. The data points were analyzed and further coded. In this stage I organized the data into themes. In addition, I consolidated initial themes and eliminated repeated themes. Categories were created for themes that fit together.
7/22/21	8:48 pm	Updated personal calendar in order to map out remaining analysis.
7/22/21	11:00 pm	Generated Quirkos report of the coded items. The Quirkos report reveals the themes and categories that were discovered. See report.
7/23/21	7:13 am	Reviewed the Quirkos report of the coded items. Reviewed and downloaded the report in various forms.
7/23/21	9:32 am	Reviewed the new qualitative dissertation template (recently updated by the university).
7/23/21	8:30 pm	Reviewed and updated chapters 1-3 of the dissertation document.
7/24/21	6:00 pm	Conducted an additional review and analysis of the data points. This was intended to see if there were any new themes that were missed or possibly incorrectly labeled. The review revealed that the identified themes fully supported the intention of the study.
7/24/21	10:30 am	Began working on chapter 4.
7/25/21	10:24 am	Continued working on chapter 4.
7/26/21	10:00 am	Continued working on chapter 4.
7/27/21	10:30 am	Continued working on chapter 4.
7/28/21	7:00 am	Continued working on chapter 4.

APPENDIX G: AUDIT TRAIL (Continued)

Screenshot of log of activities

7/29/21	11:00 am	Continued working on chapter 4.
7/30/21	1:42 pm	Emailed updated documents to Dr. Spaulding for review
8/2/21	10:15 am	Reviewed chapter 5 template.

Participant Number	Participant Pseudonym	School
51	Amy	Urban-MS/HS
52	Betty	Urban-MS
53	Craig	Suburban-ES
49	Daniel	Suburban-ES
50	Eve	Urban-ES
1	Fred	Suburban-HS
55	Greg	Suburban-MS
17	Hilary	Urban-ES
54	Isis	Urban-MS
57	Janet	Suburban-ES

APPENDIX H: DOCUMENT SAMPLES**Figure 11**

Sample assembly program from Isis

On Wednesday September 30, 2015

D.R.E.A.M. Assembly

In the Library

1:45 Opening Remarks (Mr. [REDACTED])

1:50 Fire Safety (Mr. [REDACTED])

2:00 Recognition (Students)

2:15 Funtastic Fridays (Ms. [REDACTED])

2:30 Academic Grades (Ms. [REDACTED])

2:45 Dream Chant/Music (Mr. [REDACTED])

3:00 School Dismissal

APPENDIX I: DOCUMENT SAMPLES

Figure 12

Sample assembly program from Janet

PBIS Lesson	Objective of Lessons	Materials
Lesson 1: Matrix Reminder	<ul style="list-style-type: none"> Students will explore the Connolly School Rocks matrix They will explore how the matrix applies to our new normal 	Matrix Reminder
Lesson 2: Entry and Exit	<ul style="list-style-type: none"> Introduction to protocols and procedures for entering and exiting the building Using social distancing to enter the building 	Entry and Exit
Lesson 3: Staying Healthy and Safe in School	<ul style="list-style-type: none"> What to do if you have symptoms? Keeping our school and classroom safe What happens if you don't feel well? Filling out the Glen Cove App 	Staying Healthy in School
Lesson 4: Virtual Learning Part 1	<ul style="list-style-type: none"> Your responsibilities Etiquette 	Virtual Learning Part 1
Lesson 5: Virtual Learning Part 2	<ul style="list-style-type: none"> Tips for Success Time Management Proper Materials 	Virtual Learning Part 2
Supporting Texts	<i>Kelly Goes Back to School</i>	Kelly Goes Back to School
	<i>Be a Coronavirus Fighter</i>	Be a Coronavirus Fighter
Supporting Videos	<i>Washing Your Hands</i>	https://www.youtube.com/watch?v=ofcxXYvfLE&feature=youtu.be

APPENDIX J: DOCUMENT SAMPLES**Figure 13**

Sample of assembly memo from Daniel

Date: September 25, 2006
Re: PBIS Kickoff Assembly

The PBIS Kickoff assembly will take place on Friday, September 29th at 9:10 a.m. for grades 4-6 and 10:00 a.m. for grades K-3 in the gymnasium at the amended times. All PBIS Team members coordinating their part in the assembly need to meet with me by Wednesday in order to create a schedule for class coverage for particular staff members that plan on presenting. The members of the PBIS Team that have been assigned “point people” in order to help organize their portion of the assembly are _____ – K-2, _____ – 3-4, and _____ – 5-6. Please make sure to see them if you are interested in presenting during our assembly. I would also like to thank all of you, in advance, for your support.